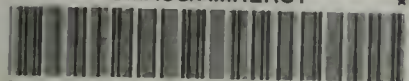


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Commonwealth of Massachusetts

Executive Office of Education

OF EDUCATION

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

GOVERNMENT DOCUMENTS
COLLECTION

JUL 08 1994

University of Massachusetts
Depository Copy

Please print or type:

The Pathway School, Chelsea
The College of Public and Community Service, UMass/Boston

Name of organization/group filing for charter school status

Contact Person Name:	Maggie Lodge	
Signature:	<i>Maggie Lodge</i>	Date: 2/15/1994
Title:	Coordinator, The Pathway School	
Address:	23 Grampian Way	
City:	Dorchester	
State:	Massachusetts	
Zip:	02125	
Telephone:	{617} 282 5851	
Fax:	{617} 287 7099	

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: <u>Maggie Lodge</u>	Signature: <u>Maggie Lodge</u>	Date: <u>2-15-94</u>
Address: <u>23 Grampan Way</u>	City: <u>Dorchester</u> State: <u>MA</u>	Zip: <u>02125</u> Tel: <u>(617) 332-5351</u>
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Address: <u>CPCS/U. Mass Boston</u> <u>100 Morrissey Blvd</u>	City: <u>BOSTON</u> State: <u>MA</u>	Zip: <u>02125</u> Tel: <u>287-7100</u>
Name: <u>MARY DRISCOLL</u>	Signature: <u>Mary Driscoll</u>	Date: <u>2-15-94</u>
Address: <u>136 KITREDGE ST</u>	City: <u>ROSLINDALE</u> State: <u>MA</u>	Zip: <u>02131</u> Tel: <u>(617) 323 2126</u>
Name: <u>GEORGE RUMAN</u>	Signature: <u>George Ruman</u>	Date: <u>2-15-94</u>
Address: <u>PATHWAY SCHOOL</u> <u>8 CLARK AVE.</u>	City: <u>CHELSEA</u> State: <u>MA</u>	Zip: <u>02150</u> Tel: <u>889-8429</u>
Name: <u>Emilie Steele</u>	Signature: <u>Emilie D. Steele</u>	Date: <u>2-15-94</u>
Address: <u>CPCS</u>	City: <u>"</u> State: <u>"</u>	Zip: <u>"</u> Tel: <u>287-7120</u>
Name: <u>VICKIE Steinitz</u>	Signature: <u>Vickie Steinitz</u>	Date: <u>2-15-94</u>
Address: <u>CPCS</u>	City: <u>"</u> State: <u>"</u>	Zip: <u>"</u> Tel: <u>287-7100</u>
Name: <u>BARBARA BUCHANAN</u>	Signature: <u>Barbara Buchanan</u>	Date: <u>2-15-94</u>
Address: <u>CPCS</u>	City: <u>"</u> State: <u>"</u>	Zip: <u>"</u> Tel: <u>287-7124</u>
Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

CHELSEA HIGH SCHOOL

8 CLARK AVENUE CHELSEA, MA 02150



Loreen R. Bradley
Interim Principal

James F. O'Donnell
Interim Assistant Principal

Eric Williams
Interim Assistant Principal

February 14, 1994

Piedad Robertson
Secretary of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson,

As Coordinator of the Pathway School at Chelsea High, I am pleased to submit a proposal in collaboration with the College of Public Service at the University of Massachusetts, Boston, for the establishment of the New Pathway Charter School.

The Pathway School is a progressive alternative high school operating within Chelsea High between the hours of 2:30 and 9:00 pm. One of 43 schools nationwide selected for funding through the RJR Nabisco Foundation's Next Century Schools program, the Pathway School was established in 1991 with the mission of exploring non-traditional educational approaches which promote lifelong learning. Students choose to enroll in the Pathway School for a variety of reasons. Some are unable to attend school during regular hours because of work or parenting responsibilities. Others are attracted by the project-based curriculum and individualized approach. Most are returning to school after dropping out. The Pathway School provides these youth with an opportunity to earn their high school diploma through a competency based, self-paced curriculum and programs designed to achieve life and work maturity and readiness skills.

The approaches pioneered at the Pathway School in Chelsea have been successful in reaching some of our most educationally at-risk youth. Our partnership with CPCS will bring their expertise and proven track record in competency based education with adult learners to our experience with youth. What we learn from this collaboration may help to transform what happens to some kids in the public schools.

Sincerely,

Maggie Lodge
Maggie Lodge, Coordinator
The Pathway School



The Commonwealth of Massachusetts

University of Massachusetts - Boston

100 Morrissey Boulevard

Boston, Massachusetts 02125 - 3393

February 14, 1994

Piedad Robertson, Secretary of Education

One Ashburton Place, Room 1401

Boston, Massachusetts 02108

Dear Secretary Robertson,

As Dean of the College of Public and Community Service, I am pleased to submit the application for a competency based New Pathway Charter School at U Mass/Boston. As the attached documentation shows, CPCS has a twenty year history of success as an alternative competency based college offering flexibility and relevance for adults returning to school. We have offered a youth work certificate in the past, and currently provide a broad liberal arts based education to students who work in schools, in family service programs and in a wide range of community and state agencies that work with youth. We have developed a unique assessment process that helps students and evaluators together determine areas of strength and weakness as well as to plan for future educational goals. And we have a strong record of success in hiring and serving people from a wide range of communities in the Greater Boston area in ways that both build upon and challenge expectations and assumptions that come from the diversity of backgrounds.

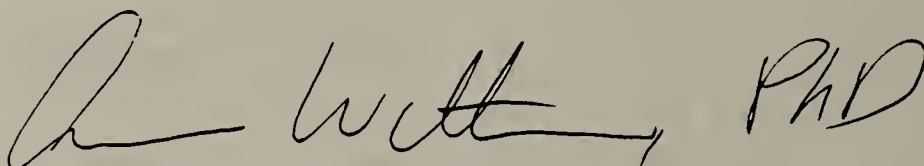
Many faculty, staff and adult students at the College look forward to a full partnership with the new school, including but not limited to such roles as:

- helping to develop and staff a sound, and on-going Assessment Program that will allow students to work together with Program staff and each other to assess their existing skills realistically and to make appropriate individualized and interactive plans to meet their educational goals
- sharing curriculum materials and strategies that make sure students learn to understand, value and make use of the diversity of Boston's numerous neighborhoods and communities

- working with the network of public and private organizations that we have served for twenty years in order to build an appropriately diverse recruitment pool for new students
- encouraging that same network to be a source for internships and field learning sites for students
- recruiting CPCS students to serve as mentors, tutors, aides and evaluators in the school
- serving as the "gateway" to U Mass/Boston for students in the Program, so that their connections with recreation facilities and other youth oriented programs at the University is handled supportively and, if appropriate, their future admission to U Mass/Boston is made easier.
- providing an empathetic community of faculty, staff and adult college students for program staff, along with more formalized attention to staff development through CPCS faculty as well as other resources at the University, especially the Graduate College of Education
- developing a system of on-going action research and evaluation projects so that the new school will be able to monitor its own, and its students progress with depth and sensitivity
- "troubleshooting" for the program with the U Mass bureaucracy

As can be seen from this extensive list of intersecting activities, we look upon the New Pathway Charter School as an exciting new opportunity for the College of Public and Community Service. In addition to providing faculty staff and students with new chances for meaningful community service, it also allows us to advance our proven, alternative educational project to a new population. We were honored that the staff of the Pathway School approached us to the partner in this exciting initiative for the city and the state. If a charter is granted, the faculty, staff and students at the College of Public and Community Service look forward to helping "our" school become a creative alternative for at-risk students in the Boston area who are looking for new, more successful pathways to personal, educational and economic success.

Sincerely,



Ann Withorn, Ph.D., Dean
College of Public and Community Service
University of Massachusetts/Boston

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1.) Mission Statement:

Founding staff from the Pathway School in Chelsea, in collaboration with faculty and administrators from the College of Public and Community Service (CPCS) at the University of Massachusetts in Boston, propose the establishment of the New Pathway Charter School, a competency based high school. This school, based on the already successful Pathway School model and supported by the expertise of CPCS in competency based education for adults, will target high school aged youth for whom traditional educational approaches have not worked, including school dropouts, and will be located on the campus of UMass/Boston. The mission of New Pathway will be to help these educationally at-risk youth acquire a high school diploma and become productive members of society by allowing them to choose a competency based, self-directed curriculum and program components designed to achieve life and work maturity and readiness skills. The New Pathway Charter School will represent an expansion of educational choices, opportunities and approaches for Boston families.

2.) School Objectives:

A. What are the school's broad academic objectives for student learning?

Cultivating the desire and skills necessary for life-long learning will be at the heart of the New Pathway Charter School. Recognizing that a traditional, content-driven approach will not adequately prepare all students to meet the challenges of living and working in the 21st century, the founding partners propose a competency based format which requires students to demonstrate outcomes of learning. Students will be called upon to demonstrate a set of core competencies through classroom, community and work based projects. Focusing on what high school students need to be able to do as much as what they need to know, competencies will include the ability to read and write well; the ability to apply mathematics; the ability to think critically across disciplines; the ability to work cooperatively; ability to explore new disciplines; the capacity to concentrate on studies and tasks over an extended period of time; the ability to solve complex problems; and the capacity for reflection and self-evaluation.

B. Describe any non-academic goals for student performance.

Several of the competencies detailed above -- cooperation, exploration, concentration, problem-solving, and self-evaluation -- apply to non-academic as well as academic performance objectives. Program components including community building, internship placement and post-graduation planning will address non-academic goals of participatory citizenship, work maturity, career exploration, and goal setting and implementation. Finally, the competency based approach will encourage attitudes toward learning which enable students to become competent workers and critical individuals with the desire and capacity to think critically about their work and school environment.

C. What type of community environment do you hope to foster at your school?

The New Pathway Charter School learning community will incorporate several of the successful community-building features of the Pathway School in Chelsea. The latter possesses some of the attributes of the one-room school-house of an earlier era. Housed on the third floor of Chelsea High School, the Pathway School has one room, number/ 321, which is its office, work site, and home base. A large conference table fills the center of the

room and around it students and teachers work in small groups or individually. Both doors of the room are wide open as others come and go; seeking advice from a peer, using the computer lab or library, making a head count for dinner (prepared each evening and shared family-style by all program participants), or choosing a book that will be used to complete a project. The walls of the room are covered with notices of community events, photographs of school activities, samples of student work and inspirational messages. Students address teachers by their first names. They depend on their peers as much as on their teachers for help.

Community-building activities at the New Pathway Charter School will include weekly student-led community meetings which will be democratic and participatory in nature. A community mentor program composed of Pathway alumni, CPCS students and other program affiliates will support student in their post-graduation planning. Through internships and other experiential learning activities, students learn to understand, value and make use of the diversity of Boston's neighborhoods and communities.

Abner had been enrolled in high school in several places before he came to the Pathway School. He did well in situations where he felt his intellect was truly challenged, but rebelled in situations where he felt he was being asked to do work that was meaningless or boring. As a Pathway School student, Abner was able to develop the research and writing skills he knew he needed to achieve his ultimate goal; a career in medicine. He worked in a phlebotomy lab and was selected to be a Student Research Apprentice at the Boston University School of Medicine. Upon graduation, he entered Brandeis University through the Transitional Year Program (TYP).

3.) Statement of Need:

A. Why is there a need for this type of school?

The crisis in education at the secondary school level in all urban areas of the United States is well documented. In the city of Boston, one in three high school freshmen drops out before graduation. The New Pathway Charter School addresses the need for an alternative educational approach for those for whom traditional educational approaches have not worked - students who have dropped out and those who are at risk of doing so.

At the same time, the New Pathway Charter School looks beyond the immediate crisis to the development of new ideas and methodologies for 21st century schools. The university/school partnership with its links to the University of Massachusetts' School of Education will facilitate the development of teacher training around non-traditional approaches to teaching and learning

B. Explain why a charter school would help to effectively address this need.

Charter school status will give the New Pathway Charter School the flexibility needed to explore and develop the competency based approach to learning. Competency based education, with its self-paced learning, evaluation of prior learning, and opportunities for different modes of learning, represents a radical departure from traditional school and has already proven successful for youth in Chelsea and for adults at CPCS in Boston. Demonstration of competency rather than the accumulation of credits and grades places responsibility for learning squarely on the shoulders of students and takes the faculty-owned mystery out of education.

Angela began skipping school in the 9th grade. Her mother filed a CHINS petition and Angela was placed in an alternative school but was soon skipping classes there as well. At age 17 she lacked enough credits to enter the 10th grade. She had a full time job at which she was doing well, and she considered dropping out altogether. Instead she chose to enroll in the Pathway School. She worked on staff designed projects, created several projects on her own, and completed an internship at Expeditionary Learning in Cambridge. Now graduated, she is a City Year Corp Member.

4.) School Demographics:

A. Describe the area where the school will be located. If a facility has already been secured, please state so.

The school will either be located within the walls of the University of Massachusetts(UMass/Boston) at Boston(100 Morrissey Blvd.) or close by, depending upon availability of appropriate space on campus.

B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

This location was selected because it brings the faculty, staff and students of CPCS together with students at New Pathway. It is "neutral turf" within a city where most neighborhoods are strongly identified with one group of youth or another. It is on the Red Line. In addition, it provides the possibility of access for New Pathway students to other UMass/Boston facilities and resources and makes access to higher education seem more real. AT UMass/Boston, New Pathway faculty and staff and CPCS centers and programs will have the greatest possibility for interaction and a chance to counter the isolation that is often a problem with a small schools.

C. Describe any unique characteristics of the student population to be served.

The New Pathway Charter School will target educationally at-risk urban youth whose learning style is best served by a competency based approach. Among the youth who choose to attend the New Pathway Charter School will be court-involved youth, youth with parenting or job responsibilities which require flexible scheduling not permitted by a course/credit approach, students who have been retained in school and are over-age for their grade level, and those who have dropped out. The school will also attract students with special skills, knowledge and interests they wish to develop.

Many of the adult students at CPCS were once young people with the same characteristics as those who will attend the New Pathway Charter School. Students will come together from both schools in an atmosphere of self help that crosses generations.

D. What is the school's anticipated enrollment?

Research indicates that small schools are the best vehicles in which to foster communities of learners. Ted Sizer, Chairman of the Coalition of Essential Schools, asserts that "the biggest problem in American middle and secondary education is the anonymity of students. If you don't know them, you teach them all the same way and the result is mediocrity." The learning community defined by the New Pathway Charter School will include 50 students after a staged start-up process. Our numbers/Boston's will expand as the program matures.

E. What grade levels will be served? How many students are expected to be in each grade or grouping?

The competency based, self-directed model precludes grouping students along traditional grade lines. New Pathway Charter School students will be from 15 to 19 years of age.

Maggie was born in Cape Verde but came to this country as an infant. When Maggie was 17, her mother decided to return to Cape Verde. Maggie chose to stay behind, and took responsibility for two younger siblings, ages 13 and 14, who also did not wish to go to Cape Verde. She left school to work in order to support herself and her younger sister and brother. At age 20 she realized that without a high school diploma her options for employment were limited. Now a student at the Pathway School, she has applied for a scholarship to college and plans to pursue a career in law enforcement after graduation in June.

Angel enjoyed school and did well in the 9th and 10th grades at Chelsea High. When his girlfriend became pregnant he needed to find a way to share the responsibility of caring for their son. Angel spends his mornings caring for Calvin, who is now nine months old, while his girlfriend is in school. In the evenings they switch roles and Angel attends the Pathway School where he is working on a project about his recent overland trip to Honduras with his father.

5.) Recruiting & Marketing Plan:

A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.

Potential students for the school live in the communities which ring UMass/Boston-- that is, Dorchester, South Boston, the South End and Roxbury. Since the target population consists primarily of at risk youth who are out of school, as well as those still in school who wish to choose a more individualized, differently structured kind of education, the school will be publicized through a range of channels. The basic plan is to find potential students whose identification has shifted from regular schools to other local institutions or agencies. The experience at the Pathway School has been that students do not drop out to nowhere, they are still connected to community agencies or other institutions.

B. Specifically, what type of outreach will be made to potential students and their families?

First, material will be distributed and meetings will be held with staff and clients of community agencies to recruit students. Through its field agency agreements and other contacts, CPCS has close ties to a number of organizations that serve at risk youth and their families, including Dorchester Federated Neighborhood House, DARE, Women Inc., United South End Settlements, HOPE, Gang Peace. Second, New Pathway will use the extensive CPCS network to publicize the school. Many CPCS students, alumni (over 2000 graduates) and staff are parents and grand parents of adolescents and are active in their communities. Often they themselves have returned to school after being at risk youth, or facing life barriers similar to those facing New Pathway youth. Many credit their current success to the competency based education system at CPCS. They may be the school's most enthusiastic and effective recruiters. Third, teachers and guidance counselors in area high schools and middle schools with which CPCS and UMass/Boston has a history of special relationships will be contacted. They will be asked to refer appropriate students, or former students who have left the schools.

6.) Admissions Policy:

A. Describe the admission methods and standards you will use to select students.

Our school will target educationally at-risk youth, including high school dropouts, who choose to try a competency based, "hands on" approach to a high school diploma. There will be a mutual process of selection. Students will be interviewed regarding educational needs and goals. An initial assessment of student learning style developed with the expertise of CPCS will determine if the competency based approach is the best path towards meeting those needs and goals. After acceptance based on appropriate interest and commitments, students will go through a more rigorous process of group and individualized assessment to determine entry level skills, educational plans, field learning options and longer range goals. This process of assessment and educational planning will continue throughout a student's career at New Pathway, and will include an exit assessment process of identification of future work, life and educational goals.

B. Explain how these policies further the mission of the school in a non-discriminatory fashion.

The mission of the New Pathway Charter School is to develop a competency based, self-directed educational approach and to foster life-long learning among youth whose learning style has not been addressed through "traditional" school. The experience of the Pathway School in Chelsea indicates that those youth include students with special needs, including learning disabilities, as well as students from a variety of ethnic and linguistic backgrounds. At the same time, the participatory and personal nature of the New Pathway Charter School recommends itself to those students for whom large anonymous institutions with blanket approaches to discipline and behavior have not worked.

Martin came to the United States from El Salvador when he was 15. Upon enrolling in Chelsea High School he was placed in special ed classes where he spent his time trying to master basic skills. He was bored and frustrated. As a Pathway School student, Martin completed an internship at the Early Learning Center in Chelsea. There, he developed his own reading skills while reading aloud to the young children. The responsibilities and demands of the internship were welcome challenges for Martin. A high school graduate, he is now employed full time as a paraprofessional for the Chelsea Public Schools and works in a second grade classroom.

7.) Profile of Founding Coalition:

A. Describe the make-up of the group or partnership that is working together to apply for a charter.

The individuals initially joining forces to apply for this charter come from two existing innovative institutions: the Pathway School in Chelsea and the College of Community Service(CPCS) at the University of .Massachusetts/Boston.

Collaborating founding members are (see **Appendix A**):

Maggie Lodge, M.Litt., M.Ed., Coordinator of the Pathway School

Mary Driscoll, M.Ed., Teacher/Advisor at the Pathway School
George Roman, Chelsea High School graduate, paraprofessional at the Pathway School and current student at CPCS

Ann Withorn, Ph.D., Acting Dean and Former Director of Assessment, CPCS

Emilie Steele, Ed.D. Associate Dean for Academic Affairs, CPCS

Barbara Buchanan, M.Ed., Director of Urban Education, CPCS

Vickie Steinitz, Ph.D., Centerhead, General Education Center, CPCS

B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

The Pathway School has a three year history of success in working with at risk youth in Chelsea (see **Appendix B**). Founding staff of this school wanted to build upon the flexibility created by the charter school opportunity and bring its competency based, self-paced curriculum to students in their home town of Boston (see Lodge letter of intent). They approached the College of Public and Community Service because CPCS has a twenty year history of experience and expertise in competency based education, the evaluation and assessment of prior and independent learning and a natural recruitment base in Boston through its network of field agencies. Senior staff at CPCS were pleased to join a partnership based on mutual interests in alternative education goals and methods, the broadening of educational options for urban families, and expansion of the role of the public university in Boston as a resource to Boston's youth. **Appendix C** includes material that

summarizes the history and educational philosophy of CPCS, and which lists the range of agencies, programs and individuals with whom it has maintained relationships over its twenty year history.

C. Include any plans for further recruitment of founders or organizers of the school.

Once a charter is granted, the New Pathway Charter School will draw in key people from its network of community and business friends to work more closely in the planning and implementation of its program. We will be especially attentive to cultural diversity and to making links with individuals and organizations that might employ students and graduates. Also, people from existing education programs and student services at the University of Massachusetts in Boston will become involved (see Withorn letter of intent).

8.) Timetable:

A. Discuss a timetable of events leading to the opening of a charter school.

Once a charter is granted, and assuming some assistance with planning and start-up funding. We plan to open, on a pilot basis, in September of 1994, according to the following timetable:

March 15 Charter Granted

March 15 - May 30 : Planning group and executive committee finalized; university articulation plans developed; advisory board identified and in place; recruitment plan developed.

May 30 - August 15. Director hired; recruitment team of former Pathway students and CPCS students identified and working; development of Boston internship and service-learning placements.

August 15 - September 15: Applicants interviewed and initial student group of 15 selected. UMASS/BOSTON space prepared.

September 15 - January 15, 1995: Program opens with 15 students. Program planning continues, with students actively involved. Recruitment is on-going with goal of admitting 15 more students by January 15, 1995. On-going relationships with CPCS and other units at UMASS/BOSTON developed and clarified.

Winter/Spring 1995: Rolling admission bring the Program up to its stated goal of 50 students by May.

B. If preparing for a 1994 charter, demonstrate the feasibility of opening school doors this fall, in the event of a legislative change in the starting date.

It will not be surprising if the process of defining charter school status, granting charters and providing planning and start-up funds will be delayed. Obviously this will affect the timetable. But, once again, because the base for the curriculum is already in existence at the Pathway School in Chelsea, and the network for recruitment already exists through CPCS, New Pathway is prepared to begin operations within six months of the time that a meaningful charter is granted.

9.) Evidence of Support:

A. Try to convey, as clearly as possible, the scope of community backing for the proposed charter school

The base of support for The New Pathway School is the communities which have for twenty years been connected with The College of Public and Community Service, and have come to value its educational model and approach, teamed with the people who have known and valued the model created at the Pathway School in Chelsea over the past three years. As noted above, CPCS has a network of over 2500 alumni, 1000 current students and over thirty community based agencies who value what CPCS does and who will support the development of this new initiative..

B. In tangible terms, such as survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.

Attached are letters from several people who know the work of the Pathway School and who represent agencies that have worked with CPCS over the years. The letters from agency directors represent only a few of the people who support this idea and who will be willing to work with the school once a charter is granted (see **Appendix D**).

10.) Educational Program:

A. In detail, describe the educational program of the school.

The educational program of the New Pathway Charter School will be developed in competency based format which requires students to demonstrate outcomes of learning. Utilizing the approach developed at the Pathway School in Chelsea and CPCS at UMass/Boston, New Pathway Charter School students would be asked to demonstrate mastery of clearly defined competencies prior to presenting themselves as candidates for the high school diploma. These competencies will include the ability to read and write well; the ability to apply mathematics; the ability to think critically across disciplines; the ability to work cooperatively; ability to explore new disciplines; the capacity to concentrate on studies and tasks over an extended period of time; the ability to solve complex problems; and the capacity for reflection and self-evaluation (see **Appendix B** for samples of projects).

Ana is working on the Chelsea Community Survey as one of her projects. On Thursday morning she interviews one of her neighbors, using the techniques she learned in training sessions with the Chelsea Economic Alliance. The interview focuses on the skills of the interviewee and on the types of economic activity they are involved in. It takes about two hours. At 2:30 she arrives at school for her Algebra class which lasts until 4:30 p.m. After class she assists her advisory group in preparing the evening meal for the Pathway School community. After helping with clean up, she and several other students who are working on the Survey Project walk over Chelsea Economic Alliance Office for a meeting with the other interviewers to exchange information and share experiences.

The programmatic elements designed to prepare students for demonstration of competence include:

- **Interdisciplinary Academic Projects** - Students engage in group or individual interdisciplinary projects, many of which they develop in conjunction with school staff as an outcome of internship and community experiences, through which knowledge and skills are demonstrated.

- **College Courses** - Students explore post-secondary education and/or pursue an area of particular interest by taking college courses at UMass.

- **Teacher/Advisor** - Using the "teacher as coach" model advocated by the Coalition of Essential Schools, teachers serve as advisors, resources and coaches. Each teacher/advisor meets

regularly with a group of students for self-evaluation, goal setting, and post-graduation planning.

- **Creating Community** - Weekly meetings allow students to set goals for the New Pathway Charter School community and to assess their collective progress toward stated goals. Mentor programs involving CPCS students and faculty, social and human services professionals, community activists, and school alumni support and advise current students.

- **Job, Community Service or Internship Placement** - Students spend a portion of each week at a job or internship site where they build work maturity skills, explore career options, and apply classroom/academic learning to real life situations.

- **Post-Graduation Plan** - Students demonstrate competence in goal setting and goal implementation by creating a viable, concrete post-graduation plan as a requisite to receiving the high school diploma.

B. What is the basis of the teaching methods to be used?

New Pathway Charter School teachers will not conduct classes as teachers in a traditional high school do. Individual students, or groups of students, will meet with teacher/advisors to decide what projects they will do and how quickly they will complete them. Teachers will be advisors, resources and coaches across disciplines. They will assist students in developing learning contracts for job or internship placements and with post-graduation plans.

C. Describe the school calendar and hours of operation of the school.

The New Pathway Charter School will follow the school calendar and daily hours of operation of CPCS at U Mass/ Boston. Summer programming for students will be offered.

11.) Student Performance:

A. Describe your proposed plan to assess student performance.

Faculty, staff and adult learners at CPCS will help to develop and staff a sound assessment program that will allow students to work together with New Pathway Charter School staff and each other to assess their existing skills realistically and to make appropriate individualized and interactive plans to meet their educational goals. Portfolio assessment will provide more qualitative information about students' strengths and areas which need improvement. Student progress will be monitored by New Pathway Charter School teacher/advisors on a continuing basis.

Each student will convene a Graduation Committee composed of New Pathway Charter School and CPCS faculty, an internship or job supervisor, and an adult and a peer of their choice. Students will present their completed portfolios, each of which represents attainment of a competency, for evaluation and oral defense. A student portfolio might include, for example, a written report, presentation of statistical information to support the report, an annotated reading list, an evaluation from the field supervisor at whose site the information was gathered.

Finally, evidence of a viable post-graduation plan will be required of all New Pathway Charter School students as a requirement for the high school diploma.

B. What remediation will be available for underperforming students?

University/school partners will work together to develop strategies for remediation which incorporate elements of the Minimum Academic Progress (MAP) policy employed by CPCS. The MAP process of monitoring students at CPCS involves early identification and intervention for students experiencing academic difficulties. Interventions include assisting students to develop their own strategies and plans for remediation, or, when necessary, the development of more structured plans for remediation by faculty/academic advisors. At the New Pathway Charter School, remediation may include individual tutoring by a CPCS student, and the development of small group instructional "labs" for students who need work on their basic reading, writing and computational skills.

C. How will the development of skills be measured?

Assessment will be outcomes based. Development of skills will be assessed on an ongoing basis through the use of student portfolios, student exhibitions and demonstrations, written evaluations and letters of reference from internship and job providers, use of evaluation packets where appropriate, and review by graduation committees. The student's ability to develop and implement a viable post-graduate plan based on her/his skills, abilities and interests prior to graduation will be the final measure of student performance.

12.) School Evaluation:

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

The primary goal of the school is to allow at risk youth the opportunity to earn a high school diploma and become productive members of society. Progress of individual students toward high school graduation will be tracked through the semi-annual student evaluation process. Student completion of projects, internships, college courses and competencies will be monitored. Portfolio assessment will provide more qualitative information about students' strengths and areas which need improvement.

An on-going self-evaluation process will be developed to assess how well the program is working and how it can be improved. Each term, an evaluation team, headed by a CPCS faculty member and composed of both CPCS and New Pathway students, will be convened. Students who volunteer to participate will also earn competencies thorough work on the evaluation project. The team will begin by interviewing a diverse sample of students and teachers. Later parents will be interviewed. The emphasis in the evaluation will be on gathering specific information about what's working well, what's problematic and what needs to be changed and how different constituencies are experiencing the school.

This process will document and provide the ongoing record and evaluation of (1) the planning process (2) curriculum development, effectiveness and relevance (3) student performance (4) faculty and staff performance and (5) organizational success. Feedback from interviews and other information gathering will be shared at meetings and strategies for implementing widely endorsed suggestions will be developed. By building the evaluation task into the on-going life of the school and involving students as key participants, a shared sense of responsibility for the school's direction will emerge. By creating teams that include CPCS students and faculty, we hope to build the organic linkages between CPCS and New Pathway.

The College of Public and Community Service teaches undergraduate and graduate courses on evaluation design, evaluation research and program evaluation. Several of the faculty, most notably Professor Carole Upshur, are recognized experts in this field.

B. How will the school establish regular dialogue with parents?
with the community?

A major goal of the planning process will be to establish mechanisms for dialogue with families of students; agencies, business and organizations that might serve as learning sites or future job placements for students and with concerned educators at UMass/Boston. Students will create a monthly desktop published newspaper, *The New Pathway News*, that will pay for itself through advertisements, and be distributed to families of students, agencies and businesses in the communities we serve. Students working on the newspaper will earn competencies.

There will be four Pathway Families meetings a year where the families of students will come together to discuss the school and to see evidence of students' competence. In addition to an operating board of directors, New Pathway will also have a Community Advisory Committee which will help keep the school focused and particularly assist with the development of meaningful field learning opportunities.

13.) Human Resource Information:

A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?

Full-time New Pathway Charter School staff will include certified teachers and qualified professionals. Start-up staff will have experience in competency based education. Three full-time staff members, including one teacher/coordinator, will serve 50 New Pathway Charter School students.

B. How will teachers and administrators be evaluated? How often?

The New Pathway School board of trustees, in collaboration with the UMass/Boston School of Education, will develop a plan for the evaluation of school staff. Included in the plan will be criteria upon which evaluation is based as well as the process for conducting evaluation.

C. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development.

Salaries, contracts, and benefit packages will be negotiated with the New Pathway Charter School board of trustees. The board of trustees will determine other personnel policies including the process for hiring and firing school staff. Staff development will occur in conjunction with CPCS and the School of Education at UMass/Boston.

14.) School Governance:

A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.

The school will operate on the principle of team-based management. Students, parents and faculty will participate in the management process. The team will report directly to the board of trustees.

B. How will the board of trustees be chosen?

The board of trustees will include founding members of the New Pathway Charter School, a current staff member, a student, a parent, and, by the second year, a school alumnus, a lawyer, a representative from the business community, and a representative from an agency currently affiliated with CPCS.

In addition to the board of trustees, a school advisory board will be identified. The advisory board will consist of representatives from the College of Public and Community Service and the School of Education at UMass/Boston, representatives of various community agencies affiliated with CPCS and the New Pathway Charter School, and representatives from the business community. Parent and student representatives will also be included.

C. Describe the roles and responsibilities of the board.

The board of trustees, in consultation with New Pathway Charter School staff, will determine the competencies which must be demonstrated in order to earn a high school diploma, develop an annual budget, determine personnel policies including the terms and conditions of employment, and approve the code of conduct developed by the school community.

D. Describe the relationship of the board to teachers, administrators, students and families.

Both the board of trustees and the advisory board will include teachers, administrators, students and families.

E. Discuss the nature of parental and student involvement in decision-making matters.

Parents and students will be members of the board of trustees and will participate in a variety of community meetings associated with school activities.

F. Describe the nature and extent of community involvement in school activities.

The school advisory board will reflect the larger community in which the school is located. The New Pathway Charter School will emphasize school involvement in community activities.

15.) Building Options:

- A. Describe your present options for a school building.
- B. Demonstrate how this site(s) would be a suitable facility for the proposed school.
- C. Discuss any progress or future plans for acquisition of a school building.
- D. Describe financing plans, if any.

We hope to house the New Pathway School in one large room connected to the space occupied by the College of Public and Community Service at UMass/Boston. If an appropriate location on campus cannot be secured, due to space constraints, we will seek a site as close as possible to campus. As a public University, UMass/Boston is obviously an appropriate site for an educational institution. Through CPCS we will work out appropriate relationships with the facilities and services on campus. There are no plans for the acquisition of a building or financing plans at this time.

Appendix A: Founding Member Resumes

Maggie Lodge
23 Grampian Way
Dorchester, MA 02125
(617) 282-5851

CERTIFICATION

Massachusetts Certification in History (9-12).
Massachusetts Certification as Teacher of Children with Moderate Special Needs (5-12).

**TEACHING
EXPERIENCE**

CHELSEA HIGH SCHOOL, Chelsea, MA (1988-1992)

The Pathway School (1991-present). Coordinator. Developed and administered alternative high school program for at-risk students funded through the RJR Nabisco Foundation's Next Century Schools. Assumed complete responsibility for budget and program direction. Reported to RJR Nabisco re spending and program progress. Supervised and evaluated full-time Pathway staff. Recruited, hired, and supervised part-time teachers for Pathway High Expectation Learning Program (HELP). Implemented community mentoring program in collaboration with Digital Corporation. Implemented "Pathways to College" program in collaboration with Bunker Hill Community College. Directed curriculum planning and program implementation sessions. Acted as student advisor and assisted students with career exploration and higher education plans. Served as special education liaison for Pathway special needs students.

Voyager Academy (1990-91). Co-Director. Developed, administered, and taught in an integrated alternative program for at-risk high school students and/or returning drop-outs, ages 17 to 22. Wrote and implemented a competency-based project-oriented high school curriculum. Developed and implemented individual student plans. Established and monitored off-site student internships. Acted as student advisor and assisted students with career exploration and higher education plans. Served as special education liaison for Voyager special needs students. Collaborated with other school and community-based organizations to provide appropriate health and social services for Voyager students.

Eighth Grade Cluster (1990). Served as special education liaison and assumed responsibility for implementing IEPs of eighth grade special needs students. Initiated and implemented plans for integrating special needs students into regular education classrooms. Taught resource room. Participated in program development and common planning sessions with other cluster teachers.

Moderate Special Needs Teacher (1988-89). Taught English and reading to special needs students in learning center classes.

Additional Responsibilities (1988-91). National Honor Society advisor, 1988-90. Taught HELP courses and served as Director of Summer HELP Program, 1990. Collaborated on Pathway School proposal for RJR Nabisco Next Century Schools grant.

DORCHESTER HIGH SCHOOL, Boston, MA (1988)

Student teacher. Taught untracked classes of U.S. history and law, grades 10 to 12. Prepared students for participation in Robert Kennedy Forum on

Maggie Lodge
page two

poverty in America. Coached students for participation in Massachusetts Bar Association Mock Trials interscholastic competition.

EDUCATION

UNIVERSITY OF MASSACHUSETTS, Boston, MA
BOSTON UNIVERSITY, Boston, MA (1988-91)

Graduate courses leading to certification in moderate special needs.

HARVARD UNIVERSITY, Graduate School of Education,
Cambridge, MA (1988)

Ed.M. Teaching and Curriculum.

UNIVERSITY OF EDINBURGH, Edinburgh, Scotland (1985)

M.Litt. British History.

EMMANUEL COLLEGE, Boston, MA (1974)

B.A. History/English. Magna cum laude.

EMPLOYMENT SUMMARY

MASSACHUSETTS STATE ARCHIVES, Boston, MA (1985-87)

Processing Archivist. Organized and arranged archival records. Organized and supervised accessioning of largest collection of architectural drawings in the United States. Supervised and taught in college intern program.

LOOSE CLOTHES, Edinburgh, Scotland (1981-84)

Co-Owner. Designed, produced and retailed leather and suede garments.

THE KANTEL GROUP, Edinburgh, Scotland (1979-80)

Administrative Assistant. Maintained company records and accounts. Prepared board papers and reports. Researched properties and companies.

SCOTTISH RECORD OFFICE, Edinburgh, Scotland (1977-78)

Reading Room Assistant. Prepared descriptive lists and inventories for manuscript collections.

RESEARCH EXPERIENCE

UNIVERSITY OF EDINBURGH, Edinburgh, Scotland (1974-79)

Surveyed 18th-century American papers in privately-owned Scottish collections, including papers of Charles Townshend (Buccleuch Collection, Drumlanrig Castle and Bowhill House, Dumfries); papers of the third Earl of Bute (Bute Collection, Mountstuart Castle, Isle of Bute); papers of James Grant, first Governor of East Florida (MacPherson-Grant Collection, Ballindalloch Castle, Banff).

REFERENCES

Available upon request

ANN WITHORN

SELECTED RESUME

Graduate Program in Human Services
College of Public and Community Service
University of Massachusetts/Boston
617-287-7100

143 Winchester Street
Brookline, Massachusetts 02146
617 738-7081
Social Security 261-94-2726
2/27/47 Atlanta, Georgia

EDUCATION

- 1978 Ph.D., Florence Heller School for Advanced Studies in Social Welfare
Brandeis University
Dissertation (June 1978)
"To Serve the People: An Inquiry into the Success
of Service Delivery as a Social Movement Strategy"
- 1970 M.A. American History, Harvard University
- 1968 B.A., Florida State University,
History/Politics. *Summa Cum Laude*, with
Honors; awarded Danforth, Woodrow Wilson and
H.H. Lehman Graduate Fellowships; Phi Beta
Kappa (junior year)

PRIMARY EMPLOYMENT

- 1977-- College of Public and Community Service,
University of Massachusetts/Boston: Acting Dean, (Nov. 93
Aug. 94); Director of Masters Program in Human Services (since 1988),
Associate Professor (since 1984), Assistant
Professor (1978-84), Research Associate (1977-
78), oversee graduate program for 100 students,
teach social policy, social history,
and social issues to adult human service
workers at the graduate and undergraduate levels;
involved in training agreements with
state agencies
- 1973-77 Heller School, Brandeis University:
Instructor (1976-77), Co-Project Director
1975-77), Research Assistant (1973-75),
taught courses on social welfare policy,
researched national training issues, the
human impact of deinstitutionalization,
special education, and service innovation

- 1971-73 Communities United, Inc., Watertown, Mass.:
 Social Service Director, Head Start(71-73);
 Education Director, Neighborhood Youth
 Corps(1972)
- 1972-75 Pine Manor Junior College and Boston
 University: Adjunct Instructor, taught part-
 time courses on social welfare and women

PUBLICATIONS: BOOKS

For Crying Out Loud: Women and Poverty in the United States, co-edited with Rochelle Letkowitz, Pilgrim Press, 1986. A collection of essays and accounts of women and poverty.

*Serving the People: Social Services and Social Change*_(New York: Columbia University Press, 1984). Historical and contemporary analysis of the overlap between social change goals and social service activity.

Sections of the first two chapters reprinted in David and Eva Gil, editors, *Toward Social and Economic Justice*(Boston, Schenkman Press, 1985).

The Circle Game: Human Services in Massachusetts 1966-1978 (Amherst, Mass: Univ of Massachusetts Press, 1982).

The Manual for Assessment (Boston: College of Public and Community Service/University of Massachusetts. 1980). Reprinted every successive year for all entering students.

LIST OF PUBLICATIONS AND PROFESSIONAL ACTIVITIES AVAILABLE UPON REQUEST

Mary E. Driscoll
136 Kittredge Street
Roslindale, MA 02131
617 - 323-2126

Education

Harvard University Graduate School of Education Cambridge, MA
Mid-Career Math and Science Program: M.Ed. June 1988

Columbia University School of International Affairs New York, NY
Public Policy Program: One year of graduate study in Urban Policy

Cornell University Ithaca, NY
College of Agriculture and Life Sciences
Joint degree in Biology and Art: B.S. December 1980

Teaching Experience

The Pathway School at Chelsea High Chelsea, MA
TEACHER/ADVISOR
Design and implementation of project-based curriculum in which teachers serve as coach, resource and advisor for students seeking a high school diploma through a competency based program. The Pathway School is a Next Century School funded by a grant from R.J.R. Nabisco. September 1991 - present.

Council for Basic Education Sci-Mat Fellowship Program
RESEARCH FELLOW
Received fellowship award for independent interdisciplinary study in the humanities. Research focused on the geometric concepts found in the work of artists Durer and Escher.
Summer 1992

Chelsea High School Chelsea, MA
TEACHER **TRANSITION PROGRAM TEACHER/ADVISOR**
Pre-Algebra, Algebra and Biology instruction in "traditional" school setting including integration of bilingual and special needs students. Served as advisor and academic support person for overage ninth graders working towards 11th grade status. Member of team which developed competency based diploma requirements for former drop-outs seeking high school graduation through Voyager Academy. September 1990 - June 1991.

MEOP Program Bunker Hill Community College Boston, MA
MATH SPECIALIST
Design and implementation of math enrichment curriculum for high school students in a college-readiness program. September 1990 - June 1991.

St. Francis de Sales/ Wheelock College Summer Program Boston, MA
CO - DIRECTOR
Oversight of all aspects of a summer enrichment program for 270 children ages 4 - 12.
Supervision of student teachers seeking elementary certification. Summer 1990, 1991.

EDCO Youth Alternative High School Boston, MA
TEACHER
Mathematics, Biology, Earth Science and General Science instruction for "at risk" students from the Boston Public School system. Designed individualized curriculum for all science courses.
September 1988 - June 1990.

Martin Luther King Middle School
BUILDING SUBSTITUTE TEACHER

Boston, MA

Covered classes in all areas of the school including regular, bilingual, and special education classes. March 1988 - June 1988

De La Salle Academy

New York, NY

DIRECTOR OF MATHEMATICS/FOUNDING TEACHER

Developed Mathematics curriculum for grades 6 - 8 in an urban independent middle school for gifted students from low income backgrounds. Developed and taught courses in Science, Art History, Mechanical Drawing and Social Studies. Part of team that started school in 1984. September 1984 - June 1987

Cooper Union/ De La Salle Summer Pre-Engineering Program
PROJECT DIRECTOR

New York, NY

Designed and directed a six week summer program for middle school students focusing on math and computer skills through a project- based approach. Summer 1986.

Other Experience

Massachusetts Children's Legislative Caucus
RESEARCH ASSISTANT/VOLUNTEER

Boston, MA

Research, graphic design and general office support for caucus. March 1989 - present.

Columbia University Campus Ministry Service Project
PROJECT DIRECTOR

New York, NY

Recruited and placed students in a wide variety of volunteer situations including tutoring, senior citizens' homes, and emergency shelters. Managed a weekly soup kitchen and clothing distribution center. August 1983 - September 1984.

FREELANCE ARTIST

Illustration, calligraphy, design, graphic art and lay-out work for a wide variety of clients. Fall 1979 - present.

George Roman
4 Clinton Court #8
Chelsea, MA 02150

EDUCATION

University of Massachusetts, Boston MA
College of Public and Community Service

1993- present

Alcoholism/Chemical Dependency
Treatment Services Program.
CAC certifiable.

1992

Chelsea High School, Chelsea MA

1986-1991

Graduate of college preparatory course of
study at small, urban high school.

PROFESSIONAL EXPERIENCE

Pathway School at Chelsea High, Chelsea MA.

1991- present

Paraprofessional. Assist staff in monitoring student
behavior, management of Pathway office, participate
in staff strategy meetings. Conduct substance abuse
support group for Pathway students. Help coordinate Pathway students'
access to outside health and human service agencies. Coach intramural
basketball as part of afternoon High Expectation Learning Program.
Supervise group of Pathway students involved in Thompson Island
Outward Bound Program.

Chelsea High School, Chelsea MA.

Summer 1991

Assistant Coordinator, Chelsea High Summer School.

Clerical support, advocate for students when problems occurred.

Jeans West, Boston MA

1987-1990

Sales Associate. Assist customers in selection of purchases, involved in
management meetings and the establishment of store policy,
security surveillance.

References available upon request

VITA

Emilie D. Steele
22 Thorndike Street
Brookline, Ma. 02146
617-738-6148 (H)
617-287-7151 (W)

Education

March 1988	Ed.D. Teaching, Curriculum, and Learning Environments Harvard Graduate School of Education, Cambridge, MA
November 1978	Ed.M. Adult Development and Learning Harvard Graduate School of Education, Cambridge, MA
June 1968	B.A. Music Barnard College, New York, NY

Experience

1973 to Present	Applied Language and Mathematics Center, College of Public and Community Service, University of Massachusetts/Boston, Boston, MA Centerhead, Associate Professor Adult Training and Development
1977-1981	Stress and Families Project, Harvard Graduate School of Education, Cambridge, MA Core Staff Member and Research Assistant
1968-1970	College for Human Services, Hudson Street, New York, NY Faculty Member

Work in Support of the Arts

Member, Education Outreach Committee, Boston Lyric Opera Company.

President, Board of Directors Revels, Inc. producers of the Christmas and Sea Revels
Member Program and Planning Committee.

Member, Board of Directors Project STEP (String Training and Education Program for
Minority Youth) sponsored by the Boston Symphony Orchestra, The Greater Boston Youth
Symphony Orchestras, Boston University, and the New England Conservatory. Member Long
Range Planning Committee.

Professional and Community Service

Consultant and volunteer with educational groups including Massachusetts Department of
Education, Office for Children, Brookline Public Schools.

Chaired and served on search committees hiring principals, teachers, administrators for
both public and private institutions.

VICTORIA ANNE STEINITZ
Curriculum Vitae

General Education Center
College of Public & Community Service
Downtown Campus, U Mass/Boston
Boston, MA 02125
617/287-7362

105-6 Trowbridge St.
Cambridge, MA 02138
617/864-5211

Education

Ph.D., social psychology, Harvard University, 1966
Dissertation: Relations between the amount of imbalance and
the degree of complexity in cognitive structures

M.A., social psychology, Cornell University, 1959
Thesis: The effects of sex and socio-economic status upon
children's responses to the semantic differential

B.A., summa cum laude, psychology, Tufts University, 1957

Honors and Awards

Robert E. Park Award to Starting Out: Class and Community in the
Lives of Working Class Youth, by the Community Section,
American Sociological Association, 1987

Post-doctoral Research Training Fellow
National Institute of Mental Health, 1966-1967

Pre-doctoral Research Fellow
Social Science Research Council, 1963-1965

Phi Beta Kappa, Tufts University, 1957

Teaching

Associate Professor, General Education Center
College of Public & Community Service, U Mass/Boston,
1981 - present; Centerhead, Jan. 1993 - present
Teaches courses in social psychology, education, social
welfare, self-assessment and argument analysis;
Evaluates self-assessment, criticism and argument, and
advanced concentration competencies.

Victoria A. Steinitz

Teaching (continued)

Lecturer, General Education Center

College of Public & Community Service, U Mass/Boston, 1979-1981

Taught courses on prejudice, adolescent development, social mobility and political ideology;

Evaluated Role and Identity Certificate competencies.

Lecturer, Department of Psychology

Tufts University, 1977-1979

Courses taught: Social Interaction; Ideological Development; Advanced Social Psychology.

Associate Professor, Learning Environments Program

Harvard Graduate School of Education, 1971-1978

Played a major role in creating and establishing the Learning Environments doctoral program, an individualized, interdisciplinary program for experienced educators who wished to study and develop educational settings which fostered community in mass society;

Courses taught: Pro-seminar in Learning Environments;

Research Practicum in Educational and Community Settings;

Research Seminar on Personal and Social Ideology.

Also supervised doctoral dissertations.

Assistant Professor, Social Studies Program

Harvard Graduate School of Education, 1968-1971

Courses taught: Children's Social Concepts and Attitudes;

Research in Social Studies Education; Research in a

Clinical Setting.

Lecturer, Department of Social Relations

Harvard University, 1967-1968

Taught a junior tutorial on justification

Research

Co-Investigator, College of Public and Community Service,
U Mass/Boston, 1988--present

Interview study of impact of college education on working-class adult women graduates of an urban, public university.

Project assisted by U. Mass faculty support grants.

Co-Investigator, Mental Health Committee,

Boston Committee for Health Rights in Central America, 1988-1989

Interview study of life experiences of Central American refugees living in the Metropolitan Boston area.

Victoria A. Steinitz

Research (continued)

Evaluator. Teachers' Centers Exchange. 1979-1980

Member of external review team which interviewed participants in the Exchange. a national networking project;

Principal Investigator

Harvard Graduate School of Education. 1971-1978

Longitudinal interview study of ideological development in working class youth from three contrasting communities:
Project supported by grants from the Milton Fund of Harvard University and the Spencer Foundation.

Principal Investigator

Harvard-MIT Joint Center for Urban Studies. 1968-1970

Studied development of children's awareness of adult social categories by comparing preference and prestige rankings. and similarity sortings of house and job stimuli;
Funded by the Office of Education, Project #3A022.

Research Associate. Educational Services Inc., 1965-1966

Designed an evaluation of effects of participation in Upward Bound Pre-College Centers on disadvantaged high school students.

Research Assistant, Harvard University, 1962-1963

Designed questionnaires, interviews and observational schedules; conducted interviews for an evaluation of Brandeis multi-national seminar for communication specialists, directed by Prof. Herbert Kelman.
Funded by the National Institute of Education.

Research Assistant, Harvard University, 1961

Conducted pilot studies of techniques for improving the quality of translations of attitude items for use in cross-national survey research, directed by Prof. Alex Inkeles.

Research Assistant, London School of Economics, 1959-1960

Analyzed data from survey of college students' attitudes and life plans and from cross-national survey of teachers' occupational attitudes, directed by Dr. Hilde Himmelweit.

Victoria A. Steinitz

Publications

Steinitz, V. and Kanter, S. "Becoming Outspoken: Beyond Connected Education." Women's Studies Quarterly, Spring/Summer 1991.

Steinitz, V. and Solomon, E. Starting Out: Class and Community in the Lives of Working-Class Youth. Temple University Press: Philadelphia, PA, 1986.

Duckworth, E., Steinitz, V., and Sutherland, N., "Reflections on the Teachers' Centers Exchange." Final Report, National Institute of Education, 1980.

Solomon, E. and Steinitz, V., "Toward an Adequate Explanation of the Politics of Working-Class Youth." Political Psychology, 1979, 1, 39-60.

Steinitz, V., "People Need Help but People Take Advantage: The Dilemma of Social Responsibility for Upwardly Mobile Youth." Youth and Society, 1976, 7, 399-438.

Steinitz, V., King, P., Solomon, E., and Shapiro, E., "Ideological Development in Working-Class Youth." Harvard Educational Review, 1973, 43, 333-361.

Steinitz, V. "How Children Categorize Social Stimuli." Final Report, Office of Education, 1971.

Steinitz, V., "Cognitive Imbalance: A Considered Response to a Complicated Situation." Human Relations, 1969, 22, 287-308.

Kelman, H.C. with Steinitz, V., "The Reactions of Participants in a Foreign Specialists Seminar to their American Experience." Journal of Social Issues, 1963, 19, 61-114.

Papers and Presentations

"Empowering Working Class Students." Presentation to the Psychology and Poverty Group, Boston, MA. April, 1992.

"Designing More Responsive College Environments for First Generation Students." Presentation to the Higher Education Research Seminar, U Mass/Boston. November, 1991.

"The Value of an Alternative Education: Reflections of Working Class Adult Women." Presented with S. Kanter at conference on Class Bias in Higher Education: Equity Issues of the 1990s, Queens College, October. 1990.

Victoria A. Steinitz

Papers and Presentations (cont.)

"Speaking Up: Supports and Barriers for Working Class College Women." Presentation at Center for Research on Women.

"Women and Public Policy" Lecture Series, Memphis State University, April 1990.

"The Pursuit of a Dream: Elite Education and the Disadvantaged Student." Discussant at panel at the Association for Humanist Sociology meetings, Howard University, 1989.

"Threatened Lives: Undocumented Central American Refugees." Report prepared for Centro Presente by members of the Mental Health Committee of the Boston Committee for Health Rights in Central America, Cambridge, 1989

"Writing, Meaning and Higher Order Reasoning." Facilitator of discussion group at the Third National Institute on "The Relationships among Intellectual Development, Critical Thinking and Effective Writing Across the Curriculum," Chicago, 1984.

"Women in Higher Education: Who Stays In, Who Drops Out, and Why." Convenor and moderator of research roundtable at the Women and Poverty in Massachusetts Conference, U Mass/ Boston, 1984.

"The Diversity of Working-Class Development: A Challenge to Theories of Adolescence." Paper presented to the Teaching Conference Series, Judge Baker Guidance Center, Boston, 1982

"Teaching Students to Use Theories." Paper presented to "What Are We Trying to Do in Our Teaching?" seminar, Division for Research in Education, MIT, Cambridge, 1980

"Pursuing the Good Life: Communities as Developmental Contexts for Upwardly Mobile Youth." Paper presented at the American Sociological Association meeting, San Francisco, 1978.

With E. Solomon, "Toward an Adequate Explanation of the Politics of Working-Class Youth." Paper presented at the International Society of Political Psychology meeting, New York, 1978.

"Working a Way through College." Unpublished paper, Harvard Graduate School of Education, 1976.

"Conceptions of Social Responsibility in Upwardly Mobile Youth." Chaired roundtable discussion group at the Society for the Study of Social Problems meeting, New York, 1976.

With D. Oliver, "Mobility or Community: The Hard Choice of the New Professional." Paper presented at the American Educational Research Association meeting, New Orleans, 1973.

Victoria A. Steinitz

Professional and Community Activities

Member, Mental Health Committee of the Boston Committee for Health Rights in Central America, 1986--present

Member of planning group for "Responding Creatively to Children and Violence" meetings: Boston College, June 1991 and Roxbury Community College, June, 1992

Member, Schools Committee

Cambridge Commission on Nuclear Disarmament & Peace Education, 1984

Member, Higher Education Task Force

Massachusetts Solidarity Coalition, 1982

Member, Board of Directors

Greater Boston Rehabilitation Inc., 1981-1985

Member, International Society for Political Psychology, 1979-1982

Member, Middle School Task Force

Boston School Committee, 1980

Chairperson, Education Component Committee

Subcommittee of the Building Review Committee

Rindge & Latin High School, Cambridge, 1975-1976

Reviewer, Research Grants Program

National Institute of Education, 1973-1974

Member, Society for the Psychological Study of Social Issues

Served on Committee on Social Responsibility, 1971

Appendix B: Pathway School Documents

THE PATHWAY SCHOOL AT CHELSEA HIGH NARRATIVE PROGRAM DESCRIPTION

INTRODUCTION

Established in 1991, the Pathway School, an alternative high school located at Chelsea High School, is designed to help students reach their highest potential through non-traditional approaches which promote life-long learning. The Pathway School was selected from among 4500 prospective applicants nationwide as one of 43 innovative models supported by the RJR Nabisco Foundation's Next Century Schools program.

The goal of the Pathway School is to help at-risk youth acquire a high school diploma and become productive members of society. The school provides those significantly at-risk youth with a relevant contemporary education through a competency-based, self-paced curriculum and programs designed to achieve life and work maturity and readiness skills. We believe that the goals of the Pathway School are compatible with those of both the workplace and higher education for the 21st century.

BACKGROUND

Population Served - Chelsea, Massachusetts is a small city of 1.8 square miles immediately north of the city of Boston. The city (population 34,000) is a mosaic of peoples characterized by its ethnic diversity and an increasingly large youth population. In Chelsea, 24.1% of the population lives below the poverty line. The student body of the city's sole public high school is comprised of 65% Hispanic, 10% White, 20% Southeast Asian, and 5% African-American.

Need Addressed - In 1990, Chelsea High School had been Massachusetts most at risk educational institution for many years with the highest drop-out rate in the state [51% four year cohort rate]. Nearly three-quarters of the students come from homes where English is not the first language. *One out of four students is a parent.*

The Pathway School - During the 1990-1991 school year, in an effort to lower the dropout rate, Chelsea High School was restructured into five "schools within a school." The Pathway School was originally designed to provide a sixth alternative academic setting on a transitional basis for students whose needs were still not being met by one of the existing programs. The Pathway School alone survived. The program has adopted some of the more successful features of the five "schools": stronger student-teacher relationships, the creation of a student-centered learning environment, a competency-based project-oriented curriculum.

Students choose to enroll in the Pathway School for a variety of reasons. Some are unable to attend school during regular hours due to parenting or work responsibilities. Others are attracted by the student-centered approach to learning. All have experienced failure or frustration in the traditional school program.

Since its inception The Pathway School has serviced 150 full-time students from ages 15 through 25 years. The average student population of Pathway has reflected the ethnic diversity of the city. [Latino (73%), White (18%), African-American (5%) and Asian (3%)] Students are referred to the school by the teachers, guidance counsellors, and through community-based agencies. Many referrals come from students themselves.

Twenty-one students have completed the program and have received a Chelsea High School diploma. All have a post-graduation plan in place. Several students have gone on to further their education in four year, two year and certificate programs. Others have successfully secured meaningful employment or have enlisted in a branch of the Armed Services.

At a recent meeting [June 15, 1993] of the Massachusetts Board of Education Oversight Panel for the City of Chelsea (created as part of a state-legislated 10 year partnership

between the City of Chelsea and Boston University in an effort to reorganize the school system), the Pathway School was acknowledged by Paul Clemente, then Chair of the Boston University Management Team, as attributing to a reduction in the annual drop out rate to 8% per year.

PROGRAM MODEL

The full-time PATHWAY SCHOOL is multi-dimensional. During the hours of 8:00 am - 2:00 pm, Monday through Thursday, students are engaged in internships and/or a variety of rehabilitative or counseling services outside the school building. The hours of 2:30 - 9:00 pm are devoted to in-school programmatic components during which students collaborate and/or work independently on a series of projects designed to demonstrate the required competencies, prepare and share nightly dinners, meet with a teacher/advisor for goal setting activities and attend academic enhancement courses. The school operates on Friday from 8:00 am - 2:30 pm, during which students participate in community meetings, off-site experiential activities, and in-service work maturity/work skills training.

Through the interdisciplinary design of the program, students demonstrate mastery of clearly defined competencies prior to presenting themselves as candidates to the high school diploma. Candidates' portfolios are reviewed by an evaluation team and by the Chelsea High School Principal. Mastery of the following competencies must be demonstrated:

- [1] ABILITY TO READ AND WRITE WELL**
- [2] ABILITY TO APPLY MATHEMATICS**
- [3] ABILITY TO WORK COOPERATIVELY**
- [4] MOTIVATION TO LEARN NEW DISCIPLINES**
- [5] MOTIVATION TO EXPLORE DISCIPLINES IN-DEPTH**
- [6] ABILITY TO SUSTAIN EFFORT**
- [7] ABILITY TO SOLVE COMPLEX PROBLEMS**

The basic programmatic elements designed to facilitate the successful mastery of these competencies are as follows:

*** INTERDISCIPLINARY ACADEMIC PROJECTS** - Students are engaged in competency based, project-oriented interdisciplinary curriculum designed on a mastery model in which assessment is based on demonstration of competencies rather than grades.

*** HIGH EXPECTATION LEARNING PROGRAMS [HELP]** - Courses offered in English, Social Studies, US History, Mathematics, Science and electives. These are available to both full-time Pathway students and other Chelsea High School students for enrichment, remediation and acceleration. Since the inception of the Pathway School, approximately 350 students have participated in HELP courses.

*** CREATING COMMUNITY** - Weekly meetings to allow students to set goals for the Pathway community and assess their collective progress toward stated goals; group preparation of and participation in evening dinner; and mentor programs involving outside educational and social and human services professionals and community activists along with post-graduate Pathway participants designed to support and advise current students.

*** JOB, COMMUNITY SERVICE OR INTERNSHIP PLACEMENT** - The goal is to: teach discipline, work-ethic and community service; expand on classroom learning; and establish skills for the job market and networks for future job opportunities. Work maturity and employment enhancement workshops and training are a key component of this program providing the necessary support to satisfy these objectives. A full-time Job Developer tracks the progress of Pathway students in internships and networks with community and other agencies (ROCA, Employment Resources Inc., etc.) regarding employment opportunities.

*** POST-GRADUATION PLAN** - The focus of the post-graduation plan component is to assist students with goal setting and goal implementation. In addition to career exploration through internships, the school program has integrated opportunities for students to explore



GLOBE STAFF PHOTO / WENDY MAEDA

Jermaine Rodriguez and Vidal Ibanez work on a computer project at the Pathway School, which conducts its classes from 2:30 to 9:30 p.m. at Chelsea High School.

Through Pathway, grads took a different route to a diploma

By Amy Sessler
SPECIAL TO THE GLOBE

CHELSEA — Today they will look the same as the rest of the class as they march to the sentimental strains of "Pomp and Circumstance" to receive their high school diplomas.

But there are 15 members of the class of 1993 who took a different path to this graduation. They are the participants in the Pathway School, an alternative program at Chelsea High School that runs from 2:30 to 9 p.m.

Today, wearing caps and gowns, they will blend in with the rest of their class, but throughout their years in school, this group of students, for many reasons, felt they didn't fit into the traditional academic program.

Most of them dropped out at least once, and all of them say they might not have made it without the Pathway School. Today, however, they share in the same success as the rest of their classmates. In fact, more than half have plans to attend college, including the University of Massachusetts, Bunker Hill Community College and Brandeis University.

In this group of 15 are students like Bobby Motta, 18, who will be the first in his family to graduate from high school. And Ruth Deras, 19, who found it difficult to find day care for her daughter in the morning. Or Evelyn Montes and Chris Rodriguez, both 19, who each dropped in and out of school at least five times.

"When I walk down the aisle, I think I will be crying, to be honest," said Carmen Zelaya, 17, mother of a 10-month-old son. "When I got pregnant, I never thought I would graduate."

Nancy Stock, 18, said she was never able to finish her junior year in the day program. "In day school, I worried about fights and clothes. Here, we're like a family. We even cook together."

Now in its second full year, Pathway is funded by a three-year

\$704,550 grant from the RJR Nabisco Foundation. It is one of 43 schools nationwide in their Next Century School program, designed to provide relevant and challenging education to those whose needs are not well met through the traditional high school program. In Chelsea, 50 students are enrolled in the program.

Unlike the traditional structure, students must demonstrate their competency in seven areas through a variety of projects, internships and in some cases, college courses outside the high school setting. Pathway students have had internships at the State House, WGBH, Head Start, City Year, Thompson Island Outward Bound Program, USS Constitution Museum and a number of community social service agencies.

Many of the students, however, say it is the feeling of community and family in the Pathway Program that has kept them in school this time. They cook and eat dinner together at 5 o'clock each night.

"We always find time to help one another and we don't leave anyone behind. We push each other and that's what's really special," said Montes, who is headed for the University of Massachusetts at Boston this fall.

Jermaine Rodriguez, 18, who has signed on with Models Inc. and expects to model for Reebok and Calvin Klein while attending Massachusetts College of Art agreed. "Everybody's kind of holding onto everyone else to keep them in."

Deras, who will attend Brandeis University this summer, said, "It's not at all competitive. We all get along and sort of like overcome stuff together."

One-third of the Pathway students are young parents who find attending school in the afternoon more compatible with their responsibilities as a parent.

Robert Beckham, 18, said, "It's not easy to get up for school when your baby's crying in the night and you're tired."

Many of the Pathway students love the individualized nature of the

program, where they even use their teachers' first names. In the traditional program, they were lost, not getting the attention they needed and losing interest easily. But they also said that in Pathways, they've had to work really hard on specific projects that hold their interests.

Through these projects, they demonstrate their abilities to read, write, work cooperatively, apply mathematics, learn new disciplines, concentrate on tasks over an extended period of time and solve complex problems.

Maggie Lodge, director of the Pathway School said attendance in Pathway is not enough. "They can't just show up, they have to do something. There were some kids with perfect attendance, but we didn't graduate them."

Vidal Ibanez, 20, who will start US Army service on Aug. 10, said he wanted to graduate last year, but he didn't do enough work. "I saw it was my own fault," he said when he was told he couldn't graduate. This year, he worked much harder on projects including his autobiography, a project comparing the movie "Malcolm X" to books written about the civil rights leader, and an internship at the Chelsea Head Start program working with 3- and 4-year-olds who have no father at home. "They needed time with a Spanish male. I gave them the love they don't get at home," he said.

Other students were able to choose areas that interested them for their many projects. Beckham, for example, did projects on gang and domestic violence, his RAP group, poetry and AIDS, incorporating outreach work he did through Reaching Out to Chelsea Adolescents, a youth agency.

"At regular school they give you something and say do it," said Beckham. "At Pathway, they show you how to do it. And when other people are done with their work, they go around and help others with their work."

Bilingual Speaking, Writing and Reading

Select a topic. It may be one of current interest such as Puerto Rican statehood or the knowledge, skills, training and duties of a specific profession such as law, medicine, criminal justice, business or politics. It may be an historical event such as the Vietnam War or the Chelsea Fire.

A. Write out in a language other than English twenty-five questions on your selected topic. These will be questions you'll ask at an interview. Be prepared to ask follow-up questions as well.

With your questions and with a staff member select a person to be interviewed in a language other than English. Ideally the interviewee will be a native speaker of a language other than English.

B. Conduct your interview in a language other than English. Tape it or take good notes.

C. Write a 500 word essay based on the interview. Write your essay in English and in another language. Be sure both essays are in top form for your portfolio--correct spelling, grammar and vocabulary.

D. Read a 500-word selection--short story or newspaper article-- in a language other than English. Summarize the reading in your own words. Be prepared to answer questions on the reading. The reading and your summary will be part of the project.

Chelsea Community Survey Project

1. Participate in one three-hour training session given by The Chelsea Community Economic Development Alliance, probably at CHS.
2. Conduct twelve interviews, following the guidelines explained at the training session. Each interview will take a couple of hours.
3. Attend meetings, probably three or four, announced by The Chelsea Community Economic Development Alliance. These will be meetings for planning and for feed-back from interviewers.
4. Attend the report of the results of the survey to the community on **Saturday, February 12, 1993.**
5. Using the word processor, describe fully your reactions to the questionnaire and the results as well as your ideas of the best next steps for the community.

Appendix C: CPCS Documents

Education for Public and Community Service: A History of Educational Innovation at CPCS

Barbara Buchanan and Clark Taylor

Introduction

On a warm July 5, 1972, the planning faculty of a new "College of Public and Community Service" (CPCS) set up shop on the fifth floor of the then Statler-Hilton Hotel in Boston's Park Square area. A suite of seedy rooms in the old hotel (since refurbished as the Park Plaza) had been leased by the University of Massachusetts at Boston for the planning of a new college for urban adult students. Just over a year later, in September of 1973, CPCS opened its doors at this Park Square downtown location in Boston and welcomed its first class of 300 students.

The CPCS planning group was given two broad mandates, both vitally important to contemporary urban higher education. The first was to develop curricular innovation appropriate to the career needs and hopes of urban adult workers, making access to undergraduate education a reality for those who had been denied such access in the past. Second, in keeping with the University's mandated role as a land grant institution, CPCS was asked to join educational innovation with creative ways of serving the inner city communities of Boston and the surrounding core urban area. Faculty recruited to the

College brought a commitment to addressing public policy questions which influence debate and action in the resolution of urban problems.

This chapter discusses ways in which the College has worked to fulfill these mandates. A brief history of CPCPS provides a backdrop for considering both the College's curricular innovations aimed at urban adult students and its models of public service that have been generated through the years. Subsequent chapters, written by members of the College's faculty, present models and strategies for change and empowerment, as well as examples of how an urban college, via the research and publications of its faculty, makes an impact in the public policy arena.

The 1972 planning team, drawing from the well of innovative ideas generated by the political and social ferment of the 1960s, took on some of the most controversial and challenging problems in higher education in one menu of innovation. Specifically, its parent institution, the University of Massachusetts at Boston, charged the new College to enroll urban adults in a program with a mixed faculty of academics and practitioners. The program was to integrate career education with liberal arts and be interdisciplinary, field-oriented, and competency-based. CPCPS was challenged to introduce these innovations into a traditionally-organized academic institution.

In its early deliberations and attempts to implement its charge, the planning group recognized that it was embracing the poles of a number of complex tensions. A 1973 program report called "Planning in CPCPS" by John Strange listed these tensions as the following: integrating liberal arts curriculum with professional degree programs; educating students both to be competent workers in institutional structures and to be critical of those structures; making competency-based education work within the traditional model of education of the academy; maintaining creative dialogue with the world of academic thought in a program

deeply involved in cutting-edge projects in urban communities.

The new College was also described in the same planning document as aspiring to be humane, responsive to its constituents, and effective in its organization.

CPCPS today incorporates the innovations in its original charge and represents a dynamic refinement of the four tensions described above. The College's interdisciplinary, competency-based curriculum seeks to empower students both as effective workers and urban activists. Forty-four percent of its graduates have gone on to graduate and professional schools, and others are strategically employed to influence service delivery and public policy. Its public and community service programs involve students, faculty, and staff in direct service to the poor through collaboration with community groups, agencies, and unions in a variety of settings. Faculty research and activism is keyed to sharpening public policy questions and to improving public response to urban challenges. Thus, from generative ideas of the '60s, CPCPS has forged a dynamic model of urban higher education for the '90s and for the 21st century.

The possibilities for the '90s and beyond, however, are clouded by the current fiscal climate and priorities in Massachusetts, where higher education has been one of the sectors targeted for major cutbacks. Already as this is written, the College has faced major cuts that endanger its ability to serve its urban adult students. And the possibility of more cuts remains on the horizon, with little or no end in sight.

Historical Sketch

How did such an innovative program develop within the structure of the traditional academy, and how has it evolved over time?

In 1965, on the eve of a wave of major social unrest in numerous American cities, the University of Massachusetts

at Boston (UMB) was conceived by planners as an essentially non-urban institution in an urban setting. In its initial conception, UMB was to be a university consisting of a cluster of small liberal arts colleges, based on the values of association and scale harkening back to the small town colleges of an earlier era. The idea was for it to avoid becoming a "Berkeley of the East" and to become instead a "Harvard for the poor," with the intent of serving the most able and deserving of the low-income population of Boston. Faculty for the new University was to be drawn from the nation's elite graduate schools, and the school's graduates would be prepared to compete with graduates of the great private universities of the area. This vision played down the need for student academic support services, assuming that the ablest of urban high school graduates would thrive on high quality instruction by faculty attracted to the new institution. The initial commitment was to undergraduate education, with the expectation that fine graduate programs would follow.

Changes nationwide in the realm of higher education soon forced changes in this original vision. The Federal Education Act of 1965 offered financial aid and scholarship help for those in economic need, making possible a range of higher education choices for the ablest of the poor. Given options, the better-prepared among the poor chose private universities and colleges. As a result, UMB found itself with a highly-credentialed faculty serving an underprepared student population.

Meanwhile, riots in Watts, Detroit, and other cities, fueled by rising expectations of the "War on Poverty," combined with the fiscal drain of the real war in Vietnam, created a changed consciousness regarding the role of higher education in the city. Both faculty and students on college campuses began to question the relevance of what was being taught and college campuses became heated arenas for debates and protests. New leadership at UMB resolved to make the campus a leader in urban higher education and community service.

An early plan to create a series of small colleges on the Boston campus provided the framework for a new urban college that would represent the institution's emerging commitment to serve the city. The University's two original colleges would be able to pursue their evolving mission as liberal arts colleges. A third college, the College of Public and Community Service, would work with urban adults in a program combining career education with liberal arts in some form of outcome-oriented education. The name for the College was important, for it captured the spirit for what it should be. UMB's chancellor appointed a faculty committee, including community leaders, to develop the initial plan for the new College. This group developed the list of objectives noted earlier, which constituted the new College's charge.

Most of the faculty drawn to the task were activists. By the Fall of 1973, when the College opened, the group included a small number of lifelong progressive academics, a number of public interest lawyers and human service specialists, a creative housing developer, and an astrophysicist turned housing expert. Despite the fact that there was no curriculum specialist among the original faculty, a bias toward curriculum innovation was evident in the early phase of CPC'S' development. Models for engagement with community groups and agencies to address urban problems would come later. In fact, the most daunting initial task was to create a competency-based curriculum that would both usefully serve urban adult worker/students while maintaining legitimacy in the traditional academy. The competency-based curriculum would be based on outcome statements that prescribe the skills to be demonstrated.

CPCS opened its doors in September of 1973. Three hundred student applicants responded, representing a cross section of seasoned agency administrators, community activists, and a range of others drawn from the neighborhoods of Boston. Most had heard about the new program through word of mouth. The new College's first class was an impressive group with wide-ranging

experience in urban issues. They had been warned to expect a state of creative ambiguity, but little did they know just how much confusion they would find. The competency-based outcome statements were not ready. These outcome statements, as noted above, were to be formal statements of standards and criteria regarding a skill and knowledge area that a student must meet to demonstrate what he or she knows and can do in that area. Classes were held with only the promise that they would be relevant to the promised competency statements—which appeared, finally, in early November. Those who survived the first year learned a great deal about institutional development. Among other things, they learned techniques of creative problem-solving under stressful conditions caused by the tension of introducing basic changes in a traditional institution.

The College's founding commitment to recruit students to reflect the racial diversity of the Boston area was defined as an enrollment figure of at least thirty percent persons of color. Faculty and staff recruitment, likewise, was targeted to bring in a similar proportion of persons of color. Top leadership, however, was predominantly white and male, a factor that reflected the makeup of the rest of the top-level administrative leadership in the University. A key factor in the selection of the initial dean was his blue ribbon pedigree from Princeton. Almost everyone—students, faculty and staff—came to CPCS specifically because of its stated intention to engage in constructive urban social change.

The College took up residence in an old building in the city's Park Square area near the public garden and public transportation. The same building had housed the parent UMB during its early development and prior to its relocation to the permanent new campus on the Boston Harbor, some three miles away. Boston's Park Square area was, and remains a racially and ethnically neutral downtown area, an important consideration in light of the new College's interest in serving a diverse population.

Comfortably housed in its downtown building and with the foundation for its new curriculum firmly in place, CPCS

began serious experimentation with models for community service. First came college-agency agreements, formal associations with agencies that sponsored and supported students, many of whom were from the low-income and minority populations the College was created to serve. In 1975 the College's Law Center developed its Community Advocates Law Office, through which students served low-income clients referred from the area's poverty law agencies. Another effort, the Community Service Program, involving teams of students under faculty supervision in collaboration with community groups and agencies, evolved to become first the Roxbury Technical Assistance Project and then the Collaborative for Community Service and Development. In 1980 a Gerontology Program was begun to prepare elders and working professionals for advocacy roles with needy elders. In 1982 college-agency agreements with unions gave rise to a Labor Studies Program which enabled union activists to become more effective in local union development.

In concert with UMB's university status, CPCS has also developed graduate programs. In 1984 a master's level program in Human Services was launched to prepare students for middle management positions in the human services public sector. This pioneering program enrolled 90 students in 1990 and is now integrated with the overall vision of CPCS. A master's level program in arbitration was initiated in January of 1986. Enrolling 30 students each year, this program stimulates the design and use of conflict mechanisms for the resolution of disputes between individuals and among organizations such as state and local governments, hospitals, labor groups, universities, and corporations. Finally, a doctorate program in gerontology, with an emphasis on public policy, was initiated in the Fall of 1990. Now in its third year as of this writing, the program enrolls at least 25 students, all mid-career professionals, who will develop the research skills and perspectives necessary to enable them to have broad impact in the policy arenas dealing with issues of the aging.

From an initial 300 students in 1973, the College grew to nearly 1,100 students during the early 1980s. But, partly as a result of the fiscal crisis experienced by the state in 1989-91 and partly as a result of administrative priorities at UMB, the University's administration capped enrollment, resulting in a drop to approximately 900 students in 1990. In addition, as numbers of faculty and staff have been reduced through attrition and the University has been unable to provide replacements, the College has been able to serve fewer students. For their part, potential students may also have made the judgment that cutbacks in the public sector generally mean fewer job opportunities—and therefore decided to study in other fields. With the advent of the new Clinton administration (as a result of the November 1992 presidential election) and his idea of a National Service Program for college graduates to engage in public and community service jobs to pay off college loans, this trend may be reversed.

In terms of leadership, a noteworthy dimension of the history of CPCS is that while, as noted above, it was started with predominantly white male leadership, the College turned an important corner in the early 1980s when an African-American dean was appointed. His successor, serving through the time of this writing, is also African-American. This shift in leadership caused the faculty to explore new dimensions of diversity, and this in turn resulted in healthy growth for the institution. The change clearly involved a shift in power that affected CPCS's understanding of itself internally and its relation to the city and the various urban constituencies with which it related as well. The College had now demonstrated by deed what it had been expousing—a commitment to constructive change and empowerment. Where before the College had been intentional in its recruitment of faculty, staff, and students to reflect its commitment to racial inclusion, now it had put its leadership on the line in that important dimension.

It should be added, however, that the College's top leadership has been consistently male. While there have

been women in the rank of associate dean, including an African-American woman who was associate dean for planning for many years and a white woman who was associate dean for academic affairs and associate dean for administration for a time, none of its deans have been women. At other levels the College has had a good record on gender, both in employing a balance of women and men in its faculty and in promoting women in rank and to positions of leadership at the departmental level.

In the heady early years of creating an innovative institution, its participants pour themselves into its creation, almost without thought to the personal cost. Innovation, however, does not mature evenly. Colleges, like individuals, move through stages in their life cycle. CPCS as an innovative institution was no exception. In the early years of creating CPCS, a great deal of energy was indeed poured into creating innovations, and over the years an inevitable loss of energy has occurred. The majority of faculty is now tenured and new faculty have not shared the socializing experiences of the early years of the College. New faculty, for example, were added to the CPCS mix of programs when the governing body of higher education in Massachusetts decided to close Boston State College as a cost-saving measure and to merge some of that college's programs into existing colleges. When the Boston State College criminal justice program was added to the mix at CPCS, the new faculty and curriculum were not well-integrated in the ongoing life of the College.

The story of CPCS, then, continues to be one of tension in the midst of change. A unifying factor has always been the vitality and diversity of the student population. Students, many of whom are experienced advocates and organizers, continually challenge the College to live up to what it says it is about. Their energy and commitment to change continues to be a force that reenergizes faculty and staff.

The strengths that students bring to their experience at CPCS, in fact, have been a key factor in the College's capacity

to survive difficult times. A critical challenge came in the Spring of 1990, for example, when the University, as part of a cost-saving measure, tried to relocate the College from its downtown location to the main campus three miles away. Faculty and students, among them seasoned organizers, successfully extended themselves to turn back the effort to move the College. As this is written, students and faculty mobilized a second time to respond to the new governor's draconian cost-cutting measures, which targeted higher education as just one state service receiving major cuts. While this second effort was not as successful, it did manage to demonstrate that CPCS has become recognized as a national and international model for competency-based education and has been at the forefront of the creation of this innovative approach to change and empowerment. Support letters were received from distinguished educators from across the nation and from international quarters. The College, nevertheless, was relocated from its downtown location to the main campus at the Boston Harbor for the fall 1992 academic year. The University's administration made this shortsighted decision as a cost-saving measure in reaction to anticipated state budget cuts. While still inadequate, the 1993 state budget actually restored some monies for the University. Faculty, students, staff, and CPCS administrators now have a new challenge—to be innovative in maintaining the integrity of the College in its new location.

Educational Innovation for Urban Adults

The original planning group that gathered in 1972 had no idea how difficult it would be to implement the list of curricular innovations given them as part of their charge. Most of the group, including the new dean, were not even from Boston, so individuals first had to spend time getting to know the University, the wider world of higher

education in the area, and the city itself. Such a fundamental task as developing an interdisciplinary model called for reordering the way knowledge had been traditionally organized in the academy. As a first step, initial lists of ideas became curricular "clumps" on the way to a section in the new curriculum. Eventually, the overarching innovation became competency-based education (CBE).

The central idea of CBE is disarmingly simple: the time needed to learn something varies from student to student, but the criteria and standards for what all students must learn are held constant. By contrast, traditional education holds time constant (the semester) and uses grades to indicate the varied levels of performance. For urban students who may have come through inadequate schools, one benefit of CBE is having the opportunity to take enough time to learn a given skill or knowledge segment without the fear of receiving a failing grade if their pace is slower. Another advantage is that students with relevant experiential learning can have it evaluated and counted toward their degree, thus affirming the strengths they bring, rather than having to confront only their weaknesses and learning deficits.

In the CPCS curricular system, competency statements spell out, in operational terms, learning skills and/or content that is to be demonstrated. They stipulate specific *criteria* indicating *what* has to be done, as well as *standards* defining the level at which the criteria must be demonstrated to show competence in the area named by the statement. (See Appendix for sample competency statement.) With a given competency statement in hand, a student is in a position to judge whether she or he can demonstrate all or part of the competency on the basis of prior experiential learning, or whether new learning will be needed. Once a strategy is developed for a particular student's entire degree program, she or he can make choices from among an array of learning options to move toward completion of the degree. At CPCS 50 competencies,

distributed among career, liberal arts, and communication skills, comprise the bachelor of arts degree.

A significant problem with the competency strategy has been the need to integrate CPCS record-keeping with that of the University at-large. As a part of the statewide University of Massachusetts system, UMB has a centralized computer system programmed for traditional academic structure. Through the years, CPCS has had to fight for adequate adaptation to that system to make its competency-based model work within it. The result has been a bureaucratic tangle of forms that have unnecessarily complicated the program for students.

Although the struggle to implement competency-based education at CPCS has been a difficult one, the benefits have been great. First, having defined outcome statements for the whole curriculum enables students to see what they need to do from the time they arrive, to have their prior experiential learning evaluated, and to see how various learning strategies can be useful to them. The student, in effect, moves into the driver's seat of her or his own learning experience and has the opportunity to move at her or his own pace. Second, the lack of competition among students for grades encourages them to work together in their learning, becoming peer teachers with each other. Third, CBE enables faculty to think in fresh ways about how the curriculum could relate most effectively to the needs of urban adult learners and to the needs of communities and agencies, as well as to think about how the curriculum links to the received wisdom of the academic stream of knowledge. Fourth, the publicly-stated outcome statements make it possible for the College to "export" aspects of its curriculum, so that academically qualified agency professional practitioners can be utilized as teachers, thus increasing the instructional resource pool of the College.

A typical student, upon entering the College, receives assistance in selecting the requisite number of competencies in appropriate distributional patterns to create a learning plan. With that plan in hand, a student is in a position to

analyze her or his prior experiential learning in preparation for demonstrating competencies or portions of competency criteria. The next step is to plan strategies for new learning and to assess available learning resources. One important source of learning at CPCS is, of course, the faculty, who offer courses and directed individualized study in their areas of expertise. Another source is the knowledge of other students, many of whom are active in similar career fields or have become strong self-directed learners in the liberal arts. A student's peers, then, become both her or his co-teachers and co-learners in the competencies she or he has selected in her or his learning plan. Still another resource is a student's worksite, which may offer either courses addressing competencies or sources of learning helpful in demonstrating competencies.

The Assessment Program

Like all other entering students, the student in the example above would enroll in a course required of all new CPCS students called the Assessment Program. New students are assigned to a group of 18-20 students, which is led by both a faculty person and a continuing student who has completed more than half of the curriculum. Through the Assessment Program students learn how to make use of the curriculum in a way that will meet their goals as to the fullest extent. Students learn how their prior experiential learning can be evaluated toward the degree, and based on their interests and goals, develop a learning plan which will lay out their choices for her entire degree program.

The majority of CPCS students arrive at the College from traditional public secondary schools, community colleges, or four-year colleges. Most have functioned in those settings as traditional, fairly dependent learners. One of the major goals of the Assessment Program is to help them turn the corner to become more confident, self-directed learners. This is a complex challenge and is especially challenging in groups with widely diverse backgrounds

and preparation levels. The homebase, community nature of the assessment process provides a supportive environment in which people can learn together.

Throughout the years, those students who have had the most difficulty at CPCS have been those who arrive with serious school-skill deficiencies. For such students the initial confusion is compounded by their inability to analyze their own experience and write about it in ways that can help them see the connection between their prior learning and the curriculum upon which they are embarking. Such students also often have difficulty grasping information in a way that would allow them to plan their future program. While the College has always provided skills instruction in reading, writing, and math, the permissive nature of the program allowed some students to let their need to work on skills slip. In light of this, in 1988 the College implemented a Critical Skills Program (renamed the Integrated Studies Program as of 1991), an intensive reading, writing, computer skill, and math course, which has enabled such students to build the foundation they need to succeed. Entering students who need this help are strongly advised to enroll in the program. In a 1990 report called "Critical Skills Program Evaluation Report," Katherine German notes that among those who have enrolled in this program, the dropout rate has decreased dramatically.

Another recent Assessment-related innovation has been to require students in the program to work on and demonstrate a "cultural awareness" competency. By design, each Assessment class incorporates a rich diversity of race, class, gender, age, and ability levels. The cultural awareness competency calls on students to demonstrate an understanding of their own culture and to dialogue with people from at least two other cultures to identify new insights. This competency vehicle provides the stimulus to help students come to grips with, and accept, the richness of cultural diversity in a relatively safe setting.

The Career Center Programs

Looking now to the broader design of the curriculum, one can observe how CPCS followed its charge to bring nontraditional career education into its university-level program. Universities were originally designed in this country to meet the need for career education—first of clergy, then doctors and lawyers. As this country moved from an agrarian to an industrial orientation with an expanding population concentrated largely in cities, other people-related needs became evident and other career possibilities emerged to respond to these new needs. In recent years career education in fields like human services and criminal justice have been seen as appropriate for the lower division level of community colleges. But the CPCS mandate was to serve adults in a college focused on public and community service, and for that the career question became a priority. A major challenge was to find the appropriate mix and level of career-specific skills that could complement material drawn from the skills and perspectives of the liberal arts. Broad consultation with professionals in pertinent career fields helped, as did a process of revision and refinement aimed at correcting problems and perceived weaknesses in the curriculum. The overall goal was to develop a liberal arts program with a clearly identifiable career emphasis.

The original career programs were administered by "career centers," the College's equivalent of academic departments. The original career centers were (with their current names in parentheses): Human Growth and Development (Human Services), Legal Education Services (still with that formal name, but called the Law Center), and Housing and Community Development (Community Planning). The Criminal Justice Center, which came to the College as part of a larger institutional merger, and a Gerontology Center were added later. CPCS students either "major" in one of these career areas or combine competencies from more than one area to create their own alternative "major." Students must also complete the

liberal arts portion of the curriculum, offered through the General Education Center, as well as the key reading, writing, speaking and math skills competencies offered through the Applied Language and Math Center.

The interweave of liberal arts and career education is a central feature of the CPCS curriculum. Every career center has competencies that incorporate elements of the liberal arts. Examples of career competencies from various areas in the College include: "Concepts of Community," "Race and Culture in Human Services," "Values in the Law," "History of Law," "Ethics of Role," among others. Students can also incorporate career-related content into their work on some liberal arts competencies. For example, via the General Center, students often do one of their liberal arts Advanced Concentrations (an upper level project involving four challenging competencies) on a topic related to their career field.

An emerging feature of the curriculum, well on the way to being implemented at the time of this writing, is the introduction of "core" competencies which are required of all students. One example is, "The Literature of Human Diversity," which enables students to study works of literature in a way that helps them confront, and come to appreciate, the richness of diversity in this culture--and which exists in an ongoing way at CPCS.

Finally, another critical aspect of the CPCS curriculum is that it is interdisciplinary. This feature of the curriculum provides greater flexibility for urban students in that the program can respond to their needs without imposing the confines of the disciplines. Freed of disciplinary strictures, career area faculty are able to create programs that, while drawing on some liberal arts dimensions, also respond to skill and knowledge elements most appropriate to the career field. Likewise, general education faculty are able to define some liberal arts competencies that adult urban students may address through prior experiential learning, thus communicating to experienced adults that the demonstration of that learning has credit value at CPCS.

The interdisciplinary structure also allows curriculum planners to focus on critical thinking skills that cut across disciplinary boundaries. The faculty in the Applied Language and Math Center, for instance, were free to link the content addressed in writing, speaking, and math courses with the career-oriented, liberal arts-conscious emphasis of the rest of the College. For example, a course dealing with research report writing was built around the theme of the Montgomery bus boycott.

The ideal implied in the above paragraph has been, however, only partially realized. It is perhaps most accurate to say that much of the program is multidisciplinary rather than truly interdisciplinary. Nevertheless, the creativity released by the avoidance of strict disciplinary divisions has been very important to the development of a unique identity for the College. Faculty discussions have certainly been enriched by dialogue across disciplinary lines. For instance, one of the General Education Center competencies is called "Using a Theory." Center faculty at one point worked to generalize what "using a theory" meant for each of the eleven disciplines represented in the group at the time. They were surprised to discover how differently the concept of theory is viewed from one discipline to another, resulting in a deepening of mutual understanding.

CPCS, then, has incorporated a broad range of curricular innovations, each of which has required an enormous amount of energy to create and refine. Generally speaking, the CPCS curriculum works well for students and enables experienced adults to move more quickly toward their degrees than do traditional programs, providing that students bring reasonably strong school skills. Those who need to develop those skills of course take longer to complete the program. The competency curriculum allows adults to avoid the lock step of 124 hours of course credits. The program enables those whose careers and career aspirations fall within the parameters of the College's career offerings to integrate their work and study lives. At the same time, CPCS students gain access to the intellectual

skills and knowledge streams of the traditional academy. The College's strong commitment to growth through diversity aspires to prepare students for more effective functioning in the multiracial, multiethnic urban world they inhabit. Finally, its emphasis on self-directed learning (which tends to instill confidence) helps its graduates succeed in their work, home, and volunteer lives.

The next section of this chapter examines programs of public and community service at CPCS. Key questions to be addressed here and in subsequent chapters include the following: What does the CPCS experience suggest about the viability of a degree-granting institution as a vehicle for enabling communities to realize their goals through involvement of faculty and students in field-based learning activities? How have communities benefited through involvement with CPCS?

The College and the Urban Community: Models of Service and Education

As noted above, CPCS faculty were surprised during the early period of development to find how challenging it was to create an innovative curriculum for urban adult students. Even during that initial period, however, the College laid the groundwork for major innovations that would allow the program to meet the needs of urban communities and agencies.

The founders of CPCS acted intentionally when they planned the interdependence of the College with the urban community at-large. As evidence of this commitment, an administrative Office of Field Education was charged with establishing linkages with community groups, service agencies, state departments, and unions. The model programs and projects would link college and community to provide learning opportunities for students. Such

opportunities would lead not only to competency completion (academic credit), but to insights into the perceptions of professional practitioners regarding urban service delivery and the needs of Boston's neighborhoods. As the College has matured and worked increasingly closely with community leaders and activists, various models of college-community collaboration have been developed.

The College-Agency Agreement

The earliest of the models, the College-Agency Agreement, still flourishes as a flexible vehicle for community service. New agreements continually bring together community agency personnel, college faculty, and the Director of Field Education to develop educational programs to benefit agency employees and expand the network of field-based experiential learning opportunities for all CPCS students.

In 1975 the faculty officially developed criteria for the selection of agencies with whom CPCS would work. These criteria included: the relevance of the CPCS curriculum to the work-related knowledge and skill requirements of agency employees; the availability of an employee/agency pool of future CPCS applicants; the agency's commitment to supporting student employees' career and educational goals; and the availability of agency resources for instruction and evaluation services within the competency-based system. Interestingly, the first agreements were actually negotiated in 1974, prior to the development of these clear selection criteria. This reflects the organic and creative nature of the early developmental process of actualizing college-agency agreements.

Agency administrators reacted favorably to this experimental relationship, utilizing the undergraduate program as staff development for employees, and thus ensuring the increased capacity of the agency for effective service delivery. No other college had offered such a mutually beneficial relationship or relevant educational

opportunity to their low-income and racially diverse employees. The agencies not only valued a close relationship with an institution of higher education but found the College's competency-based curriculum useful as a model for the development of inservice training programs as well.

Through the agreements, qualified agency professionals were appointed by the College's academic centers as adjunct field instructors. The instructors offered instructional activities (courses, workshops, internships) for both their student employees and other CPCS students at the agency and/or the College. An important innovation within the College-Agency Agreement programs came in 1979 when UMB agreed to award tuition waivers to agencies in exchange for instructional activities taught by agency professionals. These tuition waivers were in turn awarded to agency employees to defray college expenses. This mechanism has proved to be an important support for the recruitment and enrollment of racially diverse, low-income adult workers, the population for whom the College was created. For example, according to Barbara Buchanan's 1990 "Field Education Annual Report," during the Fall semester of 1990 agencies sponsored 12 instructional activities that generated 72 tuition waivers for employees and enrolled 125 students, including both agency employees and other CPCS students.

As the benefits of the agreements became known, the College received many requests for affiliation. Currently, CPCS has partnerships with 27 community agencies and unions, representing 12 agreements in the fields of health, mental health, social service, community organizing, substance abuse, and domestic violence. At the time of this writing, new agreements with agencies dealing with homelessness and youth services were added to the list of fields that are represented via agreements.

The College/Union Agreements and Labor Studies

College-Agency Agreements with labor unions gave birth to a unique Labor Studies Program at CPCS. Students in this program, who are themselves involved in union activities, study labor law and reflect on their work-related practice. Specific skills developed in the program—such as legal research, legal reasoning and negotiations—are applied to problems in collective bargaining, labor history, workers' rights, and workplace discrimination. Union members who work in various service settings are recruited through agreements with eight unions. Since 1982 the program has helped 35 trade unionists earn their B.A. degrees. In 1990, 55 students, representing 26 different unions, pursued that degree, the majority of whom entered CPCS through agreements with five unions. The current enrollment in the Labor Studies Program reflects changes in the work force in that it is roughly half men and half women, with 25 percent of each being people of color. In an unpublished 1990 manuscript called "Those Who Lay the Brick are Blocked...: Making Access to Higher Education Meaningful to Unionized Workers," James Green stated:

"This is a much higher proportion of minorities and women than can be found in union leadership and in most other labor studies programs. It is the result of linking higher education to the workplace literacy and local leadership training programs, and is the result of a college environment where women and people of color are already present in large numbers as students, staff and faculty" (p. 5).

The Community Advocates Law Office (CALO)

During early efforts to relate to local agencies and communities, the Legal Education Center of CPCS located a wide range of internships through which students could gain direct experience providing legal services. This effort, while fruitful for the few who could take advantage of it,

was never widely used—in part because students were already employed and had little time to accept volunteer positions which were often inadequately supervised and left no time for faculty-student interaction.

In 1975 faculty and students involved with the Law Center decided to establish an inhouse clinic. The Community Advocates Law Office (CALO) was to provide legal services for low-income clients. Supervision would be provided by lawyers on the faculty and students would be involved in the hands-on delivery of legal services. Today, CALO continues to provide legal services to low-income clients referred by poverty law agencies in the city. Agencies refer specific types of cases to CALO, knowing that the office has a specialized ability to meet the needs of clients in those areas. Each semester 15 students earn competencies by providing legal services in areas such as social security, unemployment, food stamps, and personal bankruptcy. The emphasis at CALO is on thorough preparation and follow-through with each case. Weekly strategy sessions with faculty and outside specialists provide support for individual cases. This kind of client service, followed by critical reflection, stimulates a healthy balance of theory and practice.

The Gerontology Program

In 1980 CPCS initiated a Gerontology Program to prepare seniors and aspiring professionals in the field to do advocacy work on behalf of low-income and frail elderly people. This highly regarded program was initiated in partnership with the Massachusetts Association of Older Americans, which helped to shape the program from its inception. It features field research that is designed to impact public policy issues affecting elders. Each year the program identifies a specific issue to be explored through action research done by students. The first year, for example, students studied how elderly who pay for their own heat were coping with increased fuel costs. Their

report, entitled "The Elderly Have Spoken: Is Anybody Listening?," helped stimulate the Massachusetts legislature to provide a \$22.5 million appropriation in FY 1981 for fuel assistance targeted primarily for the elderly. Another year the study dealt with families who care for their elderly parents at home. A report produced that year, "A Nursing Home...Not for My Folks," was based on in-depth interviews by students with 68 families currently caring for aging relatives at home. It sparked political debate in the local and national media and led to a major state conference, a television program, and several pieces of legislation.

Several developments have led to the institutionalization and growth of the Gerontology Program at CPCS. The fact that its first years were supported by a grant from the Massachusetts Association of Older Americans signaled early outside support for the program. Then, through action by the state legislature, a Gerontology Institute was funded as a line item in the state budget. The Institute provides public service, stimulates research on issues related to the elderly, supports an advanced certificate in gerontological social policy, and recently launched a Ph.D. program in gerontology, one of two such programs in the United States.

Roxbury Technical Assistance Project (RTAP)

In 1985 faculty launched another concerted effort to address community issues while exploring ways to combine education and service. In line with the College's mission, RTAP represented a combination of service work, professional practice, delivery of technical assistance, and an ongoing commitment of faculty and staff to Boston communities. The project was initiated with participation across CPCS centers. In a 1985 report called "The Roxbury Technical Assistance Project," Mauricio Gaston stated that the project's intention was "to focus and coordinate research and instruction in order to assist the community (residents of Roxbury) in developing a multi disciplinary,

comprehensive anti-displacement policy and implementation strategy." With financial support from the University and from the Lotus Foundation, CPCS faculty and students involved with the RTAP set out to develop linkages with community groups involved in various activities related to the above goal. For each project that was negotiated with a community group, technical assistance in regard to that group's activities was provided with concrete results.

The Mauricio Gaston Institute for Latino Development and Public Policy

The Gaston Institute grew out of the initial RTAP project and is today funded through the Commonwealth's legislature and foundation grants. It was established at the University of Massachusetts at Boston in December of 1989. The initial planning committee for its establishment consisted of CPCS faculty, other UMB faculty and professional staff, Latino researchers from other universities in the area, and Latino community leaders.

The purpose of the Gaston Institute is to conduct research about the Latino population in Massachusetts and to develop the kind of information and analysis necessary for the development of sound public policy and for the effective participation of the Latino population in public policy development in the Commonwealth. Its focus is advocacy in and for the Latino community statewide. The target audiences for its research are policymakers, Latino organizations and leaders across the state, the media, and the academy (i.e., institutions of higher education and faculty in Massachusetts, national Latino research centers, and mainstream and national African-American public policy centers). To accomplish its mission, it seeks to do the following: develop researchers and professionals with expertise in areas relevant to community development and public policy; focus the expertise of Latino and non-Latino researchers on areas vital to the Latino community of the state; develop mechanisms to make academic research

relevant and useful to policymakers and Latino communities; develop ways to remain in touch with the needs and the issues facing the Latino community across the state; and become a vital part of the academic life at UMB.

The Collaborative for Community Service and Development

In 1989 the College sought and received funds from the U.S. Department of Education to send students, via "Urban Service Teams," into Boston's low-income communities, again linking experiential learning with community service. This new initiative, funded by the Fund for the Improvement of Post-Secondary Education, was called the Collaborative for Community Service and Development and offered technical assistance in advocacy and organizing services to community-based organizations. Collaborative projects were jointly designed and implemented by CPCS staff, faculty, and students with community agency personnel. The Collaborative model intentionally provided a mechanism to: combine the strengths and needs of the College, the University, and community organizations, integrate experiential learning into the College's curriculum and regular faculty workload, build partnerships with community organizations to work on poverty issues of concern to low-income communities, and provide the opportunity for students to earn academic credit by completing competencies in a community-based, problem-solving context.

The Impact of the CPCS Models of Service and Education Programs

What impact have these programs had on the people and communities of urban Boston? State and community agencies have been able to give educational benefits to their

employees, which has both upgraded the capacity of the agencies and enabled them to keep good workers. The Community Advocates Law Office has helped hundreds of clients in their challenges to ensure that their rights are honored. The community service models, including the Roxbury Technical Assistance Project and its successor, the Collaborative for Community Service and Development, have provided local communities with direct technical assistance to address problems defined by the communities themselves. The Gerontology Program has had direct impact on state legislation that has benefitted the state's elders. These are examples of the empowering effects of the community service programs of CPCs. These community service models also demonstrate methods for creating constructive change.

Conclusion

Implementing this extensive menu of innovations has proved to be a labor intensive, yet extraordinarily stimulating task. Over the years, many faculty have made CPCs the primary focus of their lives. The faculty, staff, and students have addressed some of the toughest questions in higher education, including the specification of desired learning outcomes, the effective evaluation of those outcomes (competence), the continuous refinement of a curriculum to connect creatively with the lives of urban adult students, and linkage of the program with the needs of local communities and agencies.

The story of CPCs evidences impressive continuity. It continues, for example, to respond to its original, multidimensional charge. Its students are urban adults who, in the aggregate, represent a remarkable diversity of background and experience—a major source of the continuing vitality of the College. Its faculty, while holding a higher percentage of doctorates than was originally envisioned, incorporates a wide range of experience in

direct professional service in areas covered by the curriculum. The curriculum continues to weave together career education and the liberal arts, as indicated in examples given in this chapter. The curriculum, while not fully interdisciplinary, is clearly multidisciplinary in its approach to both career education and liberal arts. Finally, the program has become increasingly field-based, as the previous section richly illustrates and has held to the concept of competency-based education through all the challenges its implementation has provided.

The tensions identified at the beginning of this chapter have also played a continuing part in the development of the College. The fit between career education and liberal arts, for instance, has proven to be a dynamic one. While the demands of preparing for the professional career have tended to crowd the time and space available for the liberal arts, Career Center faculty have worked hard to incorporate the critical perspective of the liberal arts in their competency statements and teaching. Similarly, liberal arts faculty have designed their teaching to help students think critically about the issues that affect their work. Competency-based education has not meshed easily with the established structure of the University—the tensions related to the essence of competency-based education and the University's bureaucratic demands are never far from mind. Outcome statements must be clear, yet not lend themselves to oversimplification. In addition, the University's computer services personnel have had continuous trouble adapting to CPCs needs. For example, there was a major conflict at one point in regard to how to record alternative majors on the computer. Finally, as the section on community service models indicated, the challenge of relating university resources to urban needs presents a number of ongoing problems, not the least of which is lack of sufficient resources to deal with the complexities of urban communities and issues.

The challenge of the next period looms even larger as state resources are cut back at an alarming rate. As the

University as a whole hunkers down for survival, what will happen to its commitment to its urban mission? Will the issue of access for low-income city residents fall victim to decreased resources? Will the additional resources necessary for complex work with city neighborhoods become completely unavailable?

At the time of this writing, at least, CPCS is a survivor. With the University's decision to move the College from its downtown location, CPCS now faces perhaps its greatest challenge. Answers to the above questions will be revealed. Even with the move, CPCS's story has been carried across the nation through conference presentations and through other activities of faculty and staff. Over the years, it has matured into a workable model of urban higher education. The principles of adult learning and experiential education, upon which the competency-based curriculum is based, inform the College's practice. Self-assessment, the College's entry-level curriculum, introduces the concept of self-directed learning, various learning style options, and the development of a learning plan for completion of degree requirements. Support programs, including a Critical Skills Program for those needing extra help in developing academic skills, are available to enable more effective learning. CPCS's commitment to its urban mission has resulted in creative models of linkage to the urban community. Negotiated agreements with community agencies offer access for employees to receive personal and professional development in the context of the College's degree program.

The record demonstrates that CPCS graduates have gone on to achieve their goals. Forty-one percent of its graduates have completed, or are enrolled in, graduate studies (Crowley, 1990). Alumni are employed in strategic locations—at city, state and national levels—to influence public policy and service delivery.

In meetings with faculty, students testify to the College's impact on their personal and professional lives. One African-American student spoke recently about her

experience. She expressed regret that only now, in her mid-thirties, has she been able to develop the sense of personal confidence and pride in her heritage that has come to her through her study at the College. Her excitement at learning was palpable as she described a series of learning experiences she has had at CPCS that, each building on the other, have given her newfound confidence and self-direction. She cited a Saturday course in group dynamics which used an experiential learning model and a course called "Race and Culture in the Human Services" as extremely instrumental in helping her to feel empowered. Listening to her is a satisfying reminder of what this College means to individual students and, by extension, to the City of Boston.

This student's story could be multiplied a thousand times—well over eighteen hundred times, in fact, given the number of CPCS graduates as of 1992. Each year at graduation, a perceptive eye and active memory can isolate the stories of each graduate. They are heroes in a difficult time. Many are single-parent heads of households who held down family responsibilities and jobs while they went to school. Represented, as well, are survivors of domestic violence and substance dependencies; a few have themselves known homelessness. Most experience a certain sense of ambivalence when it comes time to leave the CPCS community.

The vast majority of CPCS graduates continue to be involved in some aspect of public and community service. The College itself, through the teaching, research, and activism of its faculty and through its engagement with local communities and state agencies, is involved in a broad spectrum net of educational endeavors for public and community service.

The chapters that follow will feature the work and offer the insights of CPCS faculty. The authors will show from a variety of angles how their activities and research illustrate the themes of the College developed here.

Endnotes

1. Marcy Crowley, CPCS Career Counselor, in a 1990 report, indicates which students are in advanced study, along with those who have completed degrees, by year of graduation from CPCS, 1975-1990. At the time of the report in 1990, for example, of the 166 students who graduated in 1983 from CPCS, three were in doctoral programs, ten had completed doctorates, ten were in law school, four had the JD degree, 53 were in masters programs, while 33 had completed their masters degrees, for a total of 123.
2. The population with a need for skill development in reading, writing, and math had been known to drop out at an alarmingly high rate prior to the implementation of the Critical Skills Program (CSP) (renamed Integrated Studies Program). Dr. German notes in her report, on page 27, that the dropout rate of those who completed the program had diminished to the point where these students were persisting at a rate similar to students in the rest of the College. Even more important, however, she notes that students performed at a remarkably high level in comparison with a similar group studied in a previous year.
3. The Saturday course in group dynamics that is referred to in the Conclusion was conducted by Carroy U. Ferguson and was entitled "Workshops in Small Group Dynamics." The other course called "Race and Culture in Human Services" was conducted by Jean Griffin.

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A New Paradigm of Learning and Challenges for Educators and PolicyMakers: Implicaions for Education and Community Service

Carroy U. Ferguson and Jemadari Kamara

Introduction

During the coming decades, educators and policymakers will be presented with many challenges that will require nothing less than the creation and implementation of a new paradigm of learning. The innovative approaches to education and community services outlined in this book are reflective of aspects of the type of new paradigm of learning that policymakers, both within and beyond the academy, must concern themselves with now and in the future. At issue is a commitment on the part of state and federal governments and on the part of higher education to urban communities, to urban adult learners, and to an urban mission. In this context, state and federal governments both must view higher education as a vehicle for constructive social change and empowerment and appropriate the necessary resources to higher education. In turn, higher education must view itself as a partner with urban communities to co-create and carry out opportunities and programs to empower people and to help bring about urban change. What follows is a discussion of a new

paradigm of learning for urban adult learners and a summary of some of the challenges that educators and policymakers face.

Toward a New Paradigm of Education for Urban Adult Learners: Implications for Higher Education and Community Service

In *The Aquarian Conspiracy*, Marilyn Ferguson (1980) presented an outline of what she considered the assumptions of both the old and a new paradigm of education and learning: "The old assumptions generate questions about how to achieve norms, obedience, and correct answers. The new assumptions lead to questions about how to motivate for lifelong learning, how to strengthen self-discipline, how to awaken curiosity, and how to encourage creative risk in people of all ages" (p. 291).

Ferguson's new assumptions support the innovative approaches to education and community service that have been discussed in this book. They also create a context for similar kinds of innovations for higher education and community service activities in the future. When adapted and modified, they can also serve as a possible new paradigm for urban adult learners. Following is such an adaptation.

ASSUMPTIONS of OLD PARADIGM of EDUCATION

An emphasis on "content" and acquiring a body of "right" information, once and for all

Learning as a product, destination

A hierarchical and authoritarian structure that rewards conformity and discourages dissent

A relatively rigid structure with a prescribed curriculum

ASSUMPTIONS of NEW PARADIGM of EDUCATION for ADULT URBAN LEARNERS

An emphasis on context and learning how to learn, ask questions, how to pay attention to the right things, how to be open to and evaluate new concepts, and how to achieve access to information

Learning as a "process," a journey

An egalitarian structure where candor and dissent are permitted and autonomy is encouraged

A relatively flexible structure with a belief that there are many ways to teach a given subject

EDUCATIONAL OUTCOMES for an URBAN MISSION of HIGHER EDUCATION

Adult learners who are critical thinkers and not simply perpetuators of the norm

The ideas of prior learning and new learning are legitimized (as opposed to only new learning); thus, the life experiences of adults are legitimized for educational credit

Empowered individuals: students and teachers see each other as people rather than as roles

The creation of flexible structures of teaching (e.g. classroom, field-based, independent learning, workshops, student-designed learning) and evaluation (e.g. direct, indirect, transfer evaluations)

ASSUMPTIONS of
OLD PARADIGM of
EDUCATION

A focus on perfor-
mance

An emphasis on
the external world;
inner experience is
often considered
inappropriate in
educational
settings

Guessing and di-
vergent thinking
are discouraged

An emphasis on
analytical linear,
left-brain thinking

ASSUMPTIONS of NEW
PARADIGM of EDUCATION
for ADULT URBAN
LEARNERS

A focus on self-image as
the generator of per-
formance

Inner experience is seen as
a context for learning and
exploration of feelings is
encouraged

Guessing and divergent
thinking are encouraged
as a part of the creative
process

A striving for whole-brain
education, which aug-
ments and fuses rationality
with holistic, nonlinear,
and intuitive strategies

EDUCATIONAL
OUTCOMES for an
URBAN MISSION
of HIGHER EDU-
CATION

Individuals who
feel empowered
and can demon-
strate competence;
such is the case in a
competency-
based system for
adult learners

The legitimization
of experiential
learning and vari-
ous experiential
techniques for
adult learners.

Empowered and
creative adult
thinkers who trust
the intuitive side
of themselves in
problem-solving
and social change
efforts (this can be
important for suc-
cessful community
service efforts)

Public and com-
munity service pro-
viders who view
the world as inter-
dependent and
thus are capable of
developing win-
win strategies

ASSUMPTIONS of
OLD PARADIGM of
EDUCATION

The use of labeling,
which often contri-
butes to a self-
filling prophecy

A concern with
norms

A primary reliance
on theoretical, ab-
stract "book know-
ledge"

Classrooms are de-
signed for efficiency
and convenience

ASSUMPTIONS of NEW
PARADIGM of EDUCATION
for ADULT URBAN
LEARNERS

Labeling is used only in a
minor prescriptive role
and not as a fixed evalu-
ation of the other

A concern with the indi-
vidual's performance in
terms of potential and
an interest in testing
outer limits and trans-
cending perceived
limitations

Theoretical and abstract
knowledge is heavily
complemented by experi-
ments and experiences,
both in and out of the
classroom (e.g., field trips,
apprenticeships, demon-
strations, visiting experts)

Classrooms are designed
with a concern for the en-
vironment of learning; for
urban adult learners, the
learning environment is
varied and multi-levelled

EDUCATIONAL
OUTCOMES for an
URBAN MISSION
of HIGHER EDU-
CATION

Culturally aware
individuals who
are sensitive to
issues of diversity,
avoid stereotypes,
and refrain from
making objects out
of people and their
experiences

Social change
agents who seek
to empower others
and who seek to
move the urban
community and
society beyond
oppressive limi-
tations such as
poverty, racism,
sexism, violence,
etc.

The urban com-
munity is viewed
as a laboratory for
higher education
(e.g. agency a-
greements, field-
based courses and
projects, action re-
search)

A sensitivity to
optimal condi-
tions for adult
learners with ap-
propriate support
systems and re-
sources

ASSUMPTIONS of PARADIGM of EDUCATION	ASSUMPTIONS of NEW PARADIGM of EDUCATION for ADULT URBAN LEARNERS	EDUCATIONAL OUTCOMES for an URBAN MISSION of HIGHER EDUCATION
A system that is bureaucratically determined and resistant to community input	The encouragement of community input and even community control	The recognition of a reciprocal relationship between urban universities and urban communities, involving give-and-take and resource sharing
Education is seen as a social necessity for a certain period of time, an approach which inculcates minimal skills and trains people for a specific role	Education is seen as a lifelong process that may only be tangentially related to traditional educational settings	Educated adults who are capable of designing a framework to discern prior learning and determining ways to acquire new learning
An increasing reliance on technology, which can result in dehumanization	The use of appropriate technology, with human relationships between teachers and learners being of primary importance	Educated adults who recognize that human relationships are ultimately what determines the success of an educational mission for urban communities
A one-way street where a teacher imparts knowledge to the students	An environment where the teacher is also a learner who learns from students	Teachers and adult learner are recognized as important resources for the teaching and learning process

Although elements of a new paradigm for education have been evident in the overall culture for some time, they have yet to take full root. Fear of such a paradigm shift and the consequent conservative response in this country has led, in some instances, to a retreat to the more familiar and hence a retreat to the old paradigm and its assumptions. Educators and policymakers, however, must embrace a larger vision and this larger vision must include a commitment to an urban mission for higher education where public and community service activities are legitimized and appropriately credited. The assumptions of the new paradigm of education for urban adult learners and the educational outcomes for an urban mission for higher education, as outlined above, can serve as helpful guidelines to educators and policymakers in formulating strategies and structures and in establishing priorities for now and in the future.

While innovations and reforms in education have taken form since the early 1940s, many have emerged out of the old paradigm, and hence, have simply tended to rearrange old norms. In this context, the connection between education and community service has been tangential at best. We believe that this connection must be given higher priority in the consciousness of educators and policymakers, particularly in the higher education arena. Higher education must take its place as a partner in helping to solve the many urban problems that it studies.

The new paradigm of learning implies a shift in consciousness, a new way of viewing the world and of carrying out education in that world. This new view or new consciousness seeks to transcend limits and to unleash new creative energy for innovative activities intended to bring about constructive individual change and empowerment, as well as social change and community empowerment.

Paradigms act like hypnotic suggestions that impact how one views the world or constructs reality. The old paradigm thus hypnotically generates suggestions about how to

achieve norms, obedience, and correct answers. In the same way, the new paradigm can generate suggestions about the processes of lifelong learning, self-discipline, curiosity, and creative risk. The implication here for educators and policymakers is that they must create policies and educational arenas that support and motivate people toward the realization of their full human potential.

Educators and policymakers who focus primarily on limitations (i.e., focus on what cannot be done because of the perception of limited resources or limited options) to formulate policies and learning environments are acting out of fear and are reactive rather than proactive. The current conservative climate, for instance, has created some less than positive reactions to affirmative action policies. These kinds of reactions stem from fear, from a focus on limitations and the perception of scarcity, and from a retreat to old ways of thinking about the world. The eventual result of such reactions is the creation of policies that stifle creativity and human potential that could assist in the resolution of perceived difficulties. The true intent of affirmative action policies is to support the realization of human potential. There may come a time when affirmative action policies regarding race relations in this country will not be required. However, within the current context of fear, reactivity, and perceived scarcity, doing away with affirmative actions or retreating to old ways of thinking under the guise of color blindness would be ill-advised. Doing so would indeed be acting blindly. Educators and policymakers, therefore, must transcend these kinds of reactive tendencies and focus instead on the larger purpose of affirmative action. Embracing the assumptions of the new paradigm of learning can help in this regard.

How CPCS Implements the New Paradigm

As an institution of higher learning, the College of Public and Community Service (CPCS) at the University of Massachusetts/Boston has begun to embrace many of the tenets of the new paradigm of education and learning for adult urban learners as outlined above. The College is a model of an institution of higher education that has adopted as a central part of its mission the education of urban adult learners and has made public and community service the central theme of the educational experience. We will explore here a few examples of how the College has employed the new paradigm. To do this we will look at how the College has used some of the educational outcomes for an urban mission as guidelines in creating innovative approaches to education and community service activities.

Regarding the educational outcome of legitimizing the ideas of prior learning and new learning, for example, CPCS has created a competency-based system that allows adult learners both to demonstrate what they have already learned and to create opportunities to learn new knowledge and develop new skills. To accomplish this, the College uses competency statements. Upon entering the College, all students receive two documents called *The Red Book* and *The Manual* that explain what a competency-based system is and how it relates to prior learning and new learning. The two documents contain all of the competency statements, summarize the structure and policies of the College, and define key terms like competency, criteria, standards, prior learning, new learning, directed study, and field-based learning.

In *The Manual*, prepared by Withorn and Pearlman (1989), the following definitions of key concepts have been developed to help adult learners develop a perspective about how to value what they already know and how to determine what they want to learn:

- Competency statements are formal statements of standards and criteria that must be met to demonstrate what you know and can do in an area.
- Criteria consists of a list of required things you have to do to show you are competent; they are part of each full competency statement.
- Standards are parts of a competency statement which set out how well you have to perform or the conditions under which you have to prove you can meet the criteria.
- Prior learning is defined as what you know before you come to CPCS. It could be gained from previous schooling, work and life experience, or independent learning. You may apply this to demonstrate all or part of some CPCS competencies, if it meets the criteria and standards.
- New learning is defined as the know-how that you didn't have before you come to CPCS. You get this in many ways—in classes, through independent or directed study, or through work in the field.
- Directed study is defined as individual or group work (not in a course) with a faculty member which helps you learn what you need to demonstrate a competency.
- Field-based learning is defined as the know-how you get on the job, as a volunteer or in other settings besides classrooms while you're at CPCS (Pp. 61-62).

To implement the educational outcomes of, first, having flexible structures of teaching and evaluation and, second, producing educated adults who are capable of designing a framework to discern prior learning and ways to

acquire new learnings, each adult learner is required to participate in an introductory Assessment course in addition to the above activities. Assessment is defined as "the process of taking a look at yourself, to determine your goals at CPCS and to plan how to reach them (Withorn & Pearlman, 1989, p. 61). The formal orientation program that the adult learner takes part in during the first semester to begin this process is also called Assessment.

The outcome of each new student's Assessment is that each develops a learning plan which they then use as a guideline as they begin to acquire the various competencies. There are various methods by which the adult learner may be evaluated. Direct evaluation is "a method used to judge (the adult learner's) competence where CPCS faculty members observe and evaluate the written and/or oral evidence to determine whether (adult learners) are competent, according to the criteria and standards of each competency statement" (Withorn & Pearlman, 1989, p. 61). Indirect evaluation is "a method that involves presenting evidence to a CPCS faculty of what (adult learners) have done in the past or outside the direct observation of the faculty evaluator. Evidence can include: letters from supervisors, job descriptions, newspaper accounts, detailed descriptions or notes from courses taken elsewhere, meeting notes as well as a wide range of other material" (Withorn & Pearlman, 1989, p. 61). "Transfer evaluation is "a method of demonstrating competence through which (adult learners) present transcripts of prior college work which document the fact that (students) have proved (their) competence in another setting. This is available only for certain competencies" (Withorn & Pearlman, 1989, p. 62).

The above educational outcomes, as well as the educational outcomes that involve empowerment and the creation of public and community service providers and social change agents, are addressed at CPCS in other ways as well. The adult learner at CPCS must, for instance, complete six certificates to graduate. These six certificates comprise fifty competencies. A Certificate is "an approved

combination of related competencies which are evaluated by the appropriate Centers or department at CPCS"(Withorn & Pearlman, 1989, p.61). One of the certificates students earn is a career certificate, which consists of a "group of thirteen competencies in the (adult learner's) chosen area which has been approved by CPCS's Certificate Council" (Withorn & Pearlman, 1989, p. 61). The standard career certificates offered by Centers include: the Community Planning Certificate; the Community Service Management Certificate; the Criminal Justice Certificate; the Human Services Certificate; the Law Certificate; and the Gerontology Certificate. There are also what are called approved combined career certificates (Management of Human Services; Management of Legal Institutions; Human Services Planning; Human Services Advocacy; Labor Studies and the Law; Adult Training in Human Services). A third category of career certificates include student-designed career certificates or alternative career certificates. A student-designed career certificate or an alternative career certificate is "a plan for getting (one's) career certificate that (the adult learner) designs (himself or herself), when the certificates at CPCS don't address (his or her) interests. Some examples are Art Therapy, Health Care Administration, Adult Education" (Withorn & Pearlman, 1989, p. 61). By demonstrating competence in earning career certificates, adult learners feel empowered to carry out their career objectives.

As a means of helping students develop a win-win attitude, the idea of failure is minimized in the competency-based system. Thus, when evidence of competence is presented to a faculty evaluator by an adult learner, the student either gets the competency or receives a progress report. A student may also receive a no action. No action signals that a student registered for a particular competency, but no work was presented to address the competency; it is not meant to signal failure. Rather, it signals that a student should take action to complete the competency. A progress report is "a written record by an evaluator of what portion

of a competency (the adult learner) demonstrated if (the adult learner) has met part, but not all, of the required criteria and standards. The progress report indicate(s) what more (the student has) to do to complete the competency" (Withorn & Pearlman, 1989, p. 62). With this approach, the adult learner gets a clear sense of his or her progress toward competence without having to internalize feelings of failure, which are so prevalent in more traditional settings of learning.

Finally, college-agency agreements, which were discussed elsewhere in chapter one, are "partnerships which join the resources of service agencies and CPCS to promote workers' personal and professional growth and to contribute to effective service delivery in the community" (Withorn & Pearlman, 1989, p. 61). College-agency agreements represent one of the ways that CPCS addresses those educational outcomes in the new paradigm which deal with human relationships, the creation of social change agents, the view of the urban community as a laboratory or collaborative arena, and the recognition of a reciprocal relationship between urban universities and urban communities.

The above are just a few examples of how CPCS has begun to use the new paradigm to create innovative approaches to education and community service. From the outset, there was a recognition of the challenges of trying to do something new and different and that the College was on the cutting edge of a new educational agenda that would require new ways of thinking about education in general, community service, and urban adult learners. As the College matured and evolved it eventually recognized that there was and is a new paradigm at play and that it has been and is immersed in the implementation of this new paradigm. The CPCS story can be useful to educators and policymakers as they look to the future, for within its story are glimpses of some of the challenges that face higher education, urban communities, and our society in general both today and in the future.

Challenges for the Next Decades: Making Education and Community Service Priorities for Change and Empowerment

Education is an organizing phenomenon for a society, whereby arenas are created for self and societal examination, self and societal exploration, and personal and societal growth and change. It is from this kind of activity that a society revives itself and survives. Community service is an expressive phenomenon for a society, whereby arenas are created for value development and value fulfillment; that is, to provide service to and for that which is perceived to be valuable and important. It is from this kind of activity that a society discovers its needs, develops strategies to address them, and thus nurtures itself. Empowerment is a synthesizing and integrative phenomenon and process for a society, whereby individual and/or collective visions and actions become energized as valid and meaningful in creating the conditions for personal and social change. It is from this kind of activity that a society moves itself toward its ideals and challenges itself to take action. Change is the ongoing process and phenomenon for a society that reflects the dynamic tensions of individual and/or collective visions and actions about what is to be valued.

One of the foremost and ongoing challenges for policymakers in the decades ahead is to create, implement, and maintain policies that reflect an understanding of the connective importance and interdependence of the societal functions of the four phenomena identified above. That is, education (particularly higher education for adult learners), community service, empowerment, and social change must be viewed as an *interdependent gestalt for a society*. This means that policies that promote in deed the value of education (and not policies that reflect a belief in limitation and scarcity of resources and thus merely focus on and channel all creative insituational energy on survival

dynamics for its own sake) and the value of community service (and not policies that merely value the concept of publish or perish as the primary service of universities or policies that, in general, view community service as low status societal work as reflected by wages and salaries for such work) must be priority issues for policymakers in the academy and at the local, state, and federal levels of government. It also means that appropriate resources must be directed in such a way as to reflect these priorities. Policymakers must both remain open to new and bold visions that may emerge from empowered persons about how to actualize "the best" in society and avoid the temptation to fear all social change and retreat to a conservative stance. If policymakers heed this advice, they will help society to revive itself, to nurture itself, to challenge itself in realizing its ideals, and to constructively change itself for the better.

To reiterate, as we move further into the 1990s, society has taken on an increasingly conservative tone. This is symptomatic of a society filled with fear and lacking a sense of idealism. The overall challenge for policymakers, then, is to overcome fear and to recapture a sense of what might be called *practical idealism*. As fears increase, people tend to look for easy, prescriptive answers and perhaps unconsciously want to be told what and how to think. It becomes easy to begin to think in terms of we-they, either-or, right-wrong, or good-bad and to accept prescribed answers as the only answers. It also becomes easy to look for and acquiesce to quick, easy, and simplistic answers. Perhaps the 1992 national election of the Clinton administration signals a cry or a hope for a change, but that change has yet to materialize or be actualized.

The danger of a regressive and fearful mood is that free will and choice and unique individual human needs as significant and paramount aspects of the human experience are undermined. The models and strategies for change and empowerment that have been outlined in this book challenge such a posture and argue for innovative

approaches to education and community service that nurture practical idealism. Adult learners are encouraged to be critical thinkers and problem-solvers in regard to public and community service issues and to use self-directed learning plans to focus and to actualize their efforts. The desired outcome is an empowered person who is competent in addressing and bringing about social change for the public and community concerns that they encounter or with which they are currently engaged. The CPCS record stands as a clear indication that this outcome can be achieved.

In the preceding chapters there are other challenges and policy implications for the future. Some relate specifically to the academy. Taylor and Buchanan, for example, provided a history of the educational innovations at CPCS, outlining the many challenges and tensions that the college has faced and continues to face as an alternative model of higher education in the academy. Their article suggests that the continuing challenge for the academy is to resist falling prey to the societal mood described above and to implement a new paradigm of education for urban adult learners. More specifically, the challenge for universities is to: develop or create a cohesive urban mission and/or maintain a commitment to an urban mission; relate sufficient university resources to deal with the complexities of urban communities and urban needs; and develop and/or maintain access to higher education for indigenous, low-income city residents. The policy implication is that, via resource allocations, urban universities must nurture their relationships with urban communities. To fail to do so would be extremely shortsighted and, ultimately, dangerous. The Rodney King incident and the subsequent 1992 Los Angeles riots are testimonies to this observation. Finally, state and federal governments must also reflect this priority in their respective budgets.

In this light it becomes obvious that community service must no longer be viewed as an afterthought in the academy. The CPCS experience is a model for what can be

done in the academy. As Taylor and Buchanan imply, CPCS via its competency-based system and community service activities, is itself a model of change and empowerment. And yet, there continues to be a need to push for more legitimacy of the concept of community service at the university level. Regarding such matters as tenure reviews, faculty reports, promotions, and so on, university polices must reflect the value of community service activities, for it is these very activities that enhance the stature of the university in the public eye.

The question of how institutions address the issues of diversity and cultural awareness constitutes another important challenge for policymakers. These issues will become increasingly important as the population of the United States continues to change and become even more diverse. The challenge for today and for the future will be how societal institutions can vigorously prepare for institutionalizing cultural awareness without reinforcing old stereotypes about groups of people. As indicated above, when there is the perception of scarcity of resources fear often sets in and institutions, like individuals, have a tendency to become less sensitive to the interdependent nature of events and people and to use shortsighted thinking and biases to cope with the perceived reality. Often the result is the victimization of self and the other.

Another way of stating the challenge for institutions, then, is to note that they must remain inclusive and responsive in the delivery of services to an increasingly diverse population with diverse needs. Again, in the academy this means, for example, that universities must implement policies that will ensure the maintenance of a commitment to an urban mission, access for the urban learner who aspires to higher education, and proper attention to the issue of diversity. The holistic model and principles for addressing cultural awareness outlined in the Ferguson article in this book argues for an institutional change approach in supporting and empowering individual efforts to develop cultural awareness. The policy

implication here is that institutions must assess what kind of cultural awareness training might be required by the institution and how such training may be incorporated into the fabric of the way things are done without making objects out of people and their cultures.

The new paradigm of education for urban adult learners presents a creative challenge for educators and policymakers. One challenge is how to create and use various contexts for learning. In their piece, Kennedy and Mead outlined the community service model from the perspective of field-based teaching. This form of teaching challenges traditional thought about the essence of the teaching and learning process. It involves both faculty and students in change and empowerment efforts through innovative educational field-based projects. The position reflected in the pages of this book is that such efforts must be valued in the academy as much, if not more in some instances, than some other activities. Beyond the academy, community service activities such as field-based teaching and projects help in the healing process of some of the ills of society.

The policy issues that are raised in this area pertain to how universities perceive and value such teaching. Advocates of the field-based teaching model argue that such teaching often involves more work and thus should be credited for more than one course, that it should be valued as professional activity and evaluated as such in tenure and promotional cases, and that it often involves a special kind of research which must be valued.

A fundamental challenge for urban universities is how to play significant social change roles. In their article Ferguson and Souris discussed community policing and an interactive model for neighborhood security and development. They provided a specific example of how CPCS has played a role in addressing an important societal issue—the safety and development of communities. The interactive model they outlined argues by implication that universities can and must play creative roles in helping to

resolve important societal issues. In this instance, the issue was the dynamic tensions between the community and the police. The challenge was to create the opportunity for dialogue and creative problem-solving that would lead to secure neighborhoods and community development. Again, the policy implications for the academy and policymakers involves legitimizing such community service activities by lending university resources and supports. By doing so, universities and other relevant entities become part of the solution of problems and not merely bystanders and observers of the problems.

The new paradigm of education for urban adult learners creates a context for the emergence of many strategies at all levels of interaction. In his article, Colon outlined six interrelated policies, activities, and functions that can serve as a framework for an educational strategy that links the urban university to community development. Again, CPCS was used as a model for how such strategies can be implemented. The challenge for the urban university and policymakers here is to recognize and embrace such policies, activities, and functions, thus making a statement about its willingness to participate in the community development movement. The benefit is an enhanced university educational experience for faculty and students and an improved community and society.

How does a new paradigm lend itself to creative and applied research and intervention strategies? In her article Arnold discussed new intervention strategies to solve old problems by innovatively reframing the use of specific techniques and technologies to deal more effectively with health care concerns—more specifically, infant mortality. The community-based case management model and the use of computers to better manage health care in a cost-effective manner reflects how the author's research on these issues can be used to solve community and societal concerns. The policy implication for the academy is how to make the various research projects be more alive and applicable in the service of the community. Much too often the publish

or perish posture that drives the university results in stale documents that simply sit on the shelves of libraries or in storage, rather than impacting on the community. This shortcoming suggests that action research would be a useful kind of research for universities to more fully support. Indeed, Freeman and Upshur discussed in their article the utility of applied, action-oriented research and how it was used to create an interactive planning process with a community organization. These kinds of activities must be supported by the university, for contained in such activities are the seeds of real solutions to real urban problems.

Conclusion

Each of the strategies and models discussed in this book support the notions of constructive social change and empowerment. We see the content of this book as an opportunity for readers and policymakers to think about the importance of innovative approaches to education and community service. The ultimate challenge, however, is to take some of the ideas presented here and to reframe them in such a way as to make them meaningful for change and empowerment in the various arenas that the reader finds himself or herself. In other words, while the paradigm discussed in this article has been framed to specifically address the urban adult learner and an urban mission for higher education, the assumptions contained in the new paradigm can be reframed for many different arenas. It is important for educators and policymakers to have larger, inclusive visions that seek to empower and unleash the creative potential of individuals. Solutions to difficult social problems often come from inspiration. A paradigm that fosters fear and limitation cannot produce inspired solutions. Too often this has been the function of the assumptions of the old paradigm. It is time to look anew at the world and to tap the creative potential that is inherent within each individual.

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References are made to the various authors and articles that appear in this book.

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Appendix D: Letters of Support

Transcribed from faxed original (see attached)

February 9, 1994

Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
1 Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson:

I am writing in support of a proposal to establish a charter school for at-risk students and potential dropouts to be located at the Boston campus of the University of Massachusetts. The proposal is written by Maggie Lodge, Mary Driscoll and George Roman in collaboration with the College of Public and Community Service at UMass Boston.

For the past three years I have worked as a consultant for the McKenzie Grant and the RJR Nabisco Foundation which has given millions of dollars to certain schools called Next Century Schools. One of these schools was the Pathway School, and I have been very impressed with its accomplishments. Working with young adults struggling to survive, most of whom had been dropouts, the Pathway staff achieved remarkable results. These professional teachers not only are caring, dedicated individuals, they are also pragmatic and savvy about urban problems and the people dealing with them. It is not an exaggeration to say that the Pathway School is saving lives, and to see more of their graduates receiving their high school diplomas and going on to further education and employment.

I have studied alternative schools and reform efforts for many years as a consultant to the Ford Foundation, the McKenzie Group and as a school superintendent. To my mind what Maggie Lodge and her colleagues are proposing is exciting and, more importantly, it is based upon proven successful experience. Its partnership with the University of Massachusetts, Boston may be singular among the charter school proposals.

Sincerely yours,

Robert W. Peebles

Washington Area School Study Council Inc.

13 WEST CHAPMAN STREET • ALEXANDRIA, VIRGINIA 22301 • (703) 836-2019

ROBERT W. PEEBLES
EXECUTIVE DIRECTOR*February 1, 1991*

Richard I. Robertson
Secretary of Education
Commonwealth of Massachusetts
1 Ashburton Place, Room 1401
Boston, Massachusetts 02108

Dear Secretary Robertson:

I am writing in support of a proposal to establish a charter school for at-risk students and potential drop outs to be located at the Boston campus of the University of Massachusetts. The proposal is written by Maggie Lodge, Mary Driscoll and George Roman in collaboration with the College of Public and Community Service at U. Mass Boston.

For the past three years I have worked as a consultant for the Metroline Group and the R. H. & M. Roman Foundation which have given millions of dollars to certain schools which do not do very well. One of these schools is the Public School and I have been very successful in its development. Working with young adults, many of whom had been drop outs, the Public School achieved remarkable results. These professional teachers not only are caring, dedicated individuals, they are also pragmatic and savvy about urban problems and the people dealing with them. It is not an exaggeration to say that the Public School is saving lives, and it is a pleasure to see many of their graduates

Washington Area School Study Council, Inc.

13 WEST CHAPMAN STREET • ALEXANDRIA, VIRGINIA 22301 • (703) 836-2019

ROBERT W. PEEBLES
EXECUTIVE DIRECTOR

For many the highest commitment is going on to
higher education and employment.

I have always admired the work and reform
efforts for many years. I am committed to the
Ford Foundation, the National Bureau and as a school
superintendent. To me and what Maggie Lodge and
her colleagues are providing is a challenge, and, more
importantly, it is based upon proven successful
experience. The partnership with the University of
Massachusetts, Boston may be unique among the
charter school proposals.

Very truly yours,

Robert W. Peebles

GEORGE ROMAN
4 CLINTON CT. #8
CHELSEA MA. 02150

FEBRUARY 14, 1994

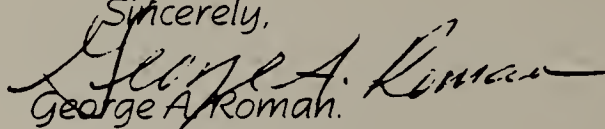
Piedad J. Robertson
Secretary of Education
One Ashburton Place
Boston, MA. 02108

Dear Secretary Robertson,

I am more than glad to support The Pathway School at Chelsea High. The Pathway School has given the opportunity to those for whom traditional school has not worked. The Pathway School has become a second chance for many and last chance for others. The Pathway School has identified seven competencies that a graduate should be able to demonstrate: ability to apply math, read, write, in depth exploration, sustained effort, work cooperatively, and solve complex problems. Through these competencies I learned to express myself more effectively and complete any given task.

The non-traditional approach and self-directed learning that takes place at The Pathway School, has grabbed my interest since I started working for the program in 1991. The Pathway School's interest is in performance, ability, and risks that students take to complete actual work, rather than on traditional rules of conduct: bell system, passes, suspension, detention etc.

Finally, I would like to say that I am currently a student at UMASS/BOSTON in the College of Public and Community Service, completing my B.A. in Human Services thanks to the Pathway School. I would also like to see the Pathway School continue services for those who continue to fail the traditional system at Chelsea High School.

Sincerely,

George A. Roman.



ROCA

144-148 WASHINGTON AVENUE

CHELSEA, MA 02150 (617) 889-5210 FAX 889-2145

CHELSEA COALITION FOR YOUTH

(617) 889-5210

ROCA REVERE PROJECT

(617) 284-6281

Piedad F. Robertson, Secretary of Education
1 Ashburton Place
Boston, Massachusetts 02108

February 11, 1994

Dear Ms. Robertson,

ROCA Inc. is honored to write to you in support of the University of Massachusetts/Boston: College of Public and Community Service proposal for a Charter School. The proposed program seeks to establish a competency-based education program, that ROCA Inc. believes best meets the educational and personal needs of young people.

ROCA Inc. runs two multi-cultural youth development programs for youth and young parents between the ages of 12 - 21 in Chelsea and Revere, Massachusetts. Through a powerful combination of outreach, educational programs, and interdisciplinary activities in sports, recreation, creative expression, and cultural arts, ROCA Inc. intensively serves 1,000 youth and provides outreach to over 4,000 youth. ROCA's is committed to personal and community growth and development.

ROCA (in Chelsea) has worked with Maggie Lodge, currently of The Pathways School of Chelsea High School for the past three years. Maggie Lodge both the visionary and Director of The Pathways School has a magnificent gift assisting young people to both access their education and to succeed. The competency based model of education provides young people with an education that meets their individual needs, that is creative, that excites them, that demands their full participation, and that allows them to increase their educational skill, while mastering their own sense of themselves as individuals. ROCA's experience with The Pathways School includes: joint programming; referral and support work for students; use of ROCA site for recruitment; participation in the Advisory Board's of each program; health promotion; group work and leadership development; and community organizing. For many young people, The Pathways School was their first positive educational experience.

ROCA Inc. is in full support of the University of Massachusetts/Boston: College of Public and Community Service proposal for a Charter School on the competency-based model. ROCA Inc. will gladly assist the development of such a school in anyway possible. ROCA Inc. is confident that the proposed Charter School will be extremely successful and serve as a model to other educational institutions.

If I can be of further assistance, please contact me at (617) 889-5210. Thank you very much for your time and consideration.

Sincerely,

Molly Baldwin, Executive Director
ROCA Inc.



ROCA is a program of the North Suffolk Mental Health Association, Inc.



Harvard/Outward Bound Project in Experience-Based Education

Harvard Graduate School of Education ☐ 4th Floor, Gutman Library, Appian Way
Cambridge, Massachusetts 02138 ☐ Tel: (617) 496-5220 ☐ Fax: (617) 496-3095



February 14, 1994

To Whom It May Concern,

I am pleased to offer my support for the charter application of the Pathway School at the University of Massachusetts, Boston.

From 1988 to 1992, while serving as Special Assistant to the Superintendent of Chelsea Public Schools, I played a key role in supporting restructuring at Chelsea High School through resource development and coordination, including initiating and providing technical assistance for the High Expectation Learning Program (HELP). I worked closely with personnel at the high school to conceptualize the Pathway School, which ultimately received major funding through the RJR Nabisco Foundation's NEXT CENTURY SCHOOLS program.

Currently, I serve as Co-Director of the Harvard Outward Bound Project in Experience-Based Education. I am also Executive Director to Expeditionary Learning, one of nine national school program designs selected in July 1992 by the New American Schools Development Corporation (NASDC) to "break the mold" in American education. Expeditionary Learning is working with existing schools in Boston, MA; Dubuque, IA; and Portland, ME; and has been a partner in opening new schools in Denver, CO, and New York, NY. Over the course of five years, Expeditionary Learning will work with these schools to design and implement expeditionary curricula, models of student assessment, professional development programs, and new forms of school organization.

I have known Maggie Lodge professionally for four years and have worked closely with her as a member of the Advisory Board for the Pathway School at Chelsea High. Ms. Lodge is an exceptional leader and a nationally recognized educator. The effectiveness of the Pathway School at Chelsea High demonstrates her ability to address the needs of students for whom traditional educational approaches have not worked. There is a great need for a competency-based school in Boston. The Pathway charter school can fill that need, and with the assistance of Ms. Lodge and the partnership with UMass Boston, I am confident it will do so with great success. I have pledged my continued support to the Pathway School at UMass Boston by accepting a position on its Board of Directors.

The Boston area is fortunate to have Ms. Lodge proposing a charter school. The Pathway School at UMass Boston is certain to impact the lives of Boston students in a ~~challenging and~~ meaningful manner.

Sincerely,

Meg Campbell
Co-Director,
Harvard Outward Bound Project
In Experience-Based Education

HOPE



Hispanic Office of Planning and Evaluation Inc.

165 Brookside Ave. Extension
Jamaica Plain/Boston, MA 02130

Jose Duran M.C.P.
Executive Director

February 15, 1994

Piedad Robertson, Secretary of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson,


On behalf of the Hispanic Office of Planning and Evaluation, Inc. (aka: HOPE), I am pleased to offer our support of the application by the College of Public and Community Service (CPCS) to start a competency based New Pathway Charter School at the University of Massachusetts, Boston.

HOPE has a long history of involvement with CPCS. We have participated as a field site, as a source of faculty, and our employees are students and graduates of CPCS. Based on our involvement, we have been able to observe and benefit from how the competency based approach offers flexibility and relevance in educational programming and in practice. It has worked well for our employees in their intellectual and professional development.

We look forward to helping with recruitment efforts for the new school, particularly through our interagency network and through our own youth programs: HOPE Talent Search, HOPE for Youth Peer Mentoring, HOPE Young Planners Program and the Poder Latino Youth Leadership Peer Health Promotion programs. We are also quite interested in serving as a site for internships and as a field based learning site for students. We may also participate in some of the planning discussions if the new school receives a charter.

If a charter is granted, my staff and I look forward to helping it become a creative alternative high school for at-risk students. Until such time, it is not reasonable to be more specific about our level with this exciting except to specify that we are in full support and willing to make our best efforts to participate and collaborate.

For the Hispanic Office of Planning and Evaluation, Inc. (HOPE), I am

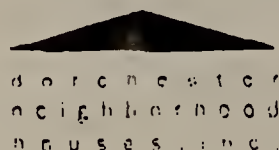
Sincerely;

Jose Duran
Executive Director



Executive Offices
 232 Centre Street
 Dorchester, MA 02124
 617/282-5034
 Fax: 265-6020

February 10, 1994

FEDERATED



Piedad Robertson
Secretary of Education
 One Ashburton Place, Room 1401
 Boston, MA 02108

Dear Secretary Robertson:

I am writing to offer support to the College of Public and Community Service in their application to establish a competency-based Charter School for high school youth at the University of Massachusetts/Boston.

Based on our long term involvement with the College in a formal relationship that provides access for our employees to higher education, we have found that the College's competency-based curriculum offers the relevance and flexibility required by diverse learning styles. The College's unique self-assessment process helps students and faculty together to determine areas of individual strengths and weaknesses while planning future educational goals. Collaborative arrangements with Boston's public and private organizations, unions and community groups offer a wide network of resources for the students. All of these components of the College's academic program can be adapted to meet the educational goals of the Charter School.

The School's location at the University of Massachusetts/Boston is an important asset offering additional resources for student support. The College's twenty years of experience in developing such an alternative educational program guarantees its expertise in planning and developing this new academic institution.

I am confident that such a Charter School under the College's guidance will be an important addition to Boston's educational resources.

Sincerely,

Kristen J. McCormack
Executive Director

KJM/jal

Agencies and Programs

Bartholomew Family Day Care

Camp Denison

Denison House/
 At Home in Codman Square

Dorchester Center for Adult Education

Dorchester House

Harbor Point Community Youth Center

Kit Clark Senior Services

Log School Settlement House

The Little House

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Kristen J. McCormack,
Executive Director